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ABSTRACT

This report provides the Career Ladder Committee of Peoria Unified School District, Peoria, Arizona with an evaluation of the school district's Career Ladder Compensation Plan (CLCP). The Far West Laboratory for Educational Research and Development, in February, 1989, was contracted to assess the impact of the CLCP on teacher work and school operations in the district. The study was to provide the Committee with information on the strengths and weaknesses of this alternative teacher compensation program for use in shaping further refinements of the plan, now in its fourth year of implementation. The first section of this evaluation report provides information on the background of the plan and reasons for establishing it. Section 2 presents an overview of the plan and includes descriptions of the organization and functions of the plan, career ladder budget allocations, and a profile of career ladder teachers. In Section 3, findings are presented on the effects of the career ladder on teachers, school organization, and student achievement. An assessment is included of the components of the career ladder plan. The appendices include the survey questionnaires used in gathering data for this report, budget allocation charts, teacher profiles by grade and subject level, and the survey reponses from participants. (JD)

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AN EVALUATION OF THE TEACHER CAREER LADDER COMPENSATION PLAN

PEORIA UNIFIED SCHOOL DISTRICT
PEORIA, ARIZONA

June 1989

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AN EVALUATION
OF THE CAREER LADDER COMPENSATION PLAN
PEORIA UNIFIED SCHOOL DISTRICT
PEORIA, ARIZONA

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June, 1989

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EXECUTIVE SUMMARY

Peoria Unified School District is one of the original seven districts selected to pilot Arizona's Career Ladder Pilot Program. The Peoria Career Ladder Compensation Plan, which in the fall of 1989 will begin its fifth year in the district, has been developed by a teacher committee representing elementary and secondary schools. Administrators and teachers throughout the district praise the vision and diligence of the Career Ladder Committee in their work.

Based on information collected through on-site interviews with teachers and administrators and from responses to a written survey, Far West Laboratory finds that Peoria's Career Ladder Plan is serving its intended purposes: to reward and retain excellent teachers and to improve the overall school organization, thereby, improving student academic achievement. The additional salary that accompanys placement on Peoria's Career Ladder is a strong incentive for teachers to participate in the Plan. A number of teachers new in the district cite the Career Ladder Plan as their reason for seeking employment in Peoria.

The Career Ladder Plan includes five levels. Participation beyond Level II of the Plan is voluntary and requires teachers to document professional excellence in teaching and commitment to ongoing professional enhancement. The primary emphasis of the Plan is to promote excellent classroom instruction. Virtually all of Career Ladder funds (93%) are allocated for Career Ladder teacher salaries and benefits. Currently, 38% of all Peoria teachers have earned placement on the Career Ladder. This represents an 11% increase in teacher participation since the first year of the program.

Because participation on the Career Ladder is voluntary, the Plan is not necessarily rewarding all excellent teachers. Many who do not participate are philosophically opposed to the concept of a Career Ladder. Others view the documentation required for participation as a disincentive to participate. The fundamental changes in teacher compensation embedded in the Career Ladder concept make it likely that teachers will continue to have contradictory responses to the value and efficacy of the Plan. However, teachers who have chosen to participate on the Career Ladder report that having a Career Ladder Plan in the district has been very beneficial to students, teachers and schools. They report that fulfilling Career Ladder requirements has helped them to be better organized to carry out their work, more skilled in preparing challenging curriculum materials, and more consistent in teaching for higher order thinking skills. Career Ladder teachers are also assuming more leadership roles outside the classroom. In general, teachers who are not involved in the Career Ladder program tend to be less convinced of the positive effects of the Plan.

Even more than teachers, administrators see a positive "spillover effect" from Career Ladder Plan. They report that the overall instructional program in schools has been strengthened since the Career Ladder Plan has been in effect.

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AN EVALUATION OF THE CAREER LADDER COMPENSATION PLAN: PEORIA UNIFIED SCHOOL DISTRICT

This report provides the Career Ladder Committee of Peoria Unified School District, Peoria, Arizona with an evaluation of the school district's Career Ladder Compensation Plan. In February, 1989, the Career Ladder Committee contracted with Far West Laboratory for Educational Research and Development (FWL) to assess the impact of their Career Ladder Compensation Plan on teacher work and school operations in the district. The purpose of the study is to provide Peoria's Career Ladder Committee with information on the strengths and weaknesses of this alternative teacher compensation program for use in shaping further refinements of the plan, now in its fourth year of implementation. The study findings are reported in the following sections: Background, Overview of the Career Ladder Compensation Plan, Findings, and Summary. Appendices include the survey form, budget allocation charts for 1985-86, 1986-87, and 1988-89, a profile of Career Ladder teachers by subject area and grade level for 1987-88, and a complete report of the survey responses.

I. BACKGROUND

Career Ladder Plans have emerged in response to a national concern that too many schools are failing students, in part because the teaching force has received neither the professional recognition nor compensation needed to attract and retain the most talented teachers in K-12 schools. Teacher Career Ladders have been endorsed by many leading educators as an effective strategy for raising the salaries of a district's most qualified teachers to levels commensurate with those of other professionals.

The procedures for placement on a Career Ladder are intended to assure school boards that only highly qualified teachers receive the additional Career Ladder compensation. Career Ladder salary increments must be large enough to motivate teachers to participate in the professional development activities and evaluations of their work required for placement on the Career Ladder. Plans are also generally intended to enable

schools to use teachers more effectively in overall school operations. Ultimately, students benefit from a Career Ladder because their teachers are more motivated to teach, and schools are better organized to deliver instruction.

Peoria Unified School District is one of the original seven pilot districts for Arizona's Career Ladder Pilot Program, initiated by the state legislature in 1985 by S.B. 1336 and amended by S.B. 1384 in 1986. The state's Career Ladder legislation established a Career Ladder Pilot Program that allows selected districts to develop alternative compensation systems for teachers. Districts applying for Career Ladder Pilot funding are required to include teachers in the development of the Career Ladder plan. The legislation also requires that plans be designed with the intent to improve student academic achievement and provide opportunities for teachers' continued professional advancement (S.B. 1384, Section 5). Teacher participation in the district's alternative compensation system is intended to be voluntary. Funding for the first pilot districts was legislated at 2.5% of a district's base level budget for the 1986-87 fiscal year, 3.7% for the 1987-88 fiscal year, and 5% for the 1988-89 and 1989-90 fiscal years.

In accordance with the legislation and with the approval of the local school board and superintendent, the Peoria Career Ladder Compensation Plan has been developed by a teacher committee initially made up of 45 volunteer teachers, who during the spring of 1984, participated in discussions about what components Peoria's Plan might include. Nine of the original 45 teachers have continued to work on the Career Ladder Committee developing and refining the Plan. Six additional teachers from schools not represented on the Committee have been elected to serve on it by their colleagues. The Chairperson of the committee has served for all four years of the program.

Teachers on the Career Ladder Committee include representatives of both elementary and secondary schools. In the 1985-86 school year, a building level administrator representative was added to the Committee. Administrator representation was expanded to two members in 1988-89. In addition to developing the plan, the Committee has actively assisted teachers and administrators in implementing it throughout the district. They have also routinely solicited information from teachers and administrators about how to further refine the Plan. This report is a part of that ongoing effort.

II. OVERVIEW OF THE CAREER LADDER COMPENSATION PLAN

II.1. Description of the Career Ladder Plan

Peoria's Career Ladder Plan[1] provides an alternative compensation for the district's teachers through a five level Career Ladder.

Level I	Probationary Teacher (new to the district)
Level II	Continuing Teacher (a Non-Career Ladder teacher with more than three years of experience)
Level III	Career Ladder Teacher (minimum of two years experience at time of application)
Level IV	Career Ladder Teacher - (minimum of five years experience with three years in district and six steps within the level)
Level V	Career Ladder Teacher (minimum of nine years experience with seven years in the district and six steps within the level)

Participation beyond Level II in this alternative compensation system is voluntary. To earn placement on Levels III - V of Peoria's Career Ladder, teachers document professional excellence in three major areas: excellence in teaching, commitment to professional enhancement, and professional expertise. The primary emphasis of the Plan is to promote excellent classroom instruction.

There are three criteria for placement on Levels III - V of the Career Ladder: classroom observations, a teaching portfolio, and a required number of years of teaching. Specifically, Career Ladder teachers must receive a minimum of three satisfactory classroom evaluations by qualified evaluators.[2] Two of these evaluations are unannounced classroom visits. Teachers also complete a Career Ladder Assessment Instrument (CLAI) Evaluation conducted by qualified evaluators. The CLAI is a portfolio produced by the teacher which documents student needs and varied instructional strategies. Evidence of instruction to promote higher order thinking skills in students, teacher leadership,

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[1] See the Peoria Unified School District"s booklet: Career Ladder Compensation Plan, 1988-89 for a full description of the plan.

[2] Qualified evaluators are certified administrators who have received training by the district to evaluate teachers on the Classroom Teaching Assessment Instrument (CTAI) and CLAI.

participation in professional development activities, and records of degrees and courses for professional advancement are additional components of the Plan.

The number of points received on the evaluations and number of years of teaching experience determine on which of three Career Ladder levels the teacher is placed. The Career Ladder Plan includes an appeal process for teachers who disagree with any part of the process by which their performance for placement is documented. To promote consistency in teacher evaluation, qualified evaluators and teachers receive training for both the classroom observation and CLAI review processes.

II.2. Description of Career Ladder Budget Allocations

Figure 1 displays the percentage of 1988-89 Career Ladder dollars allocated to teacher salaries, benefits, staff development, and general administration of the plan. The majority of funds (93%) are allocated for Career Ladder teacher salaries and benefits. As indicated in the Figure 1 footnote, 1% of the funding within the Teachers category provides for the hiring of substitute teachers. Travel costs provided by Career Ladder funds are included in the Staff Development category.

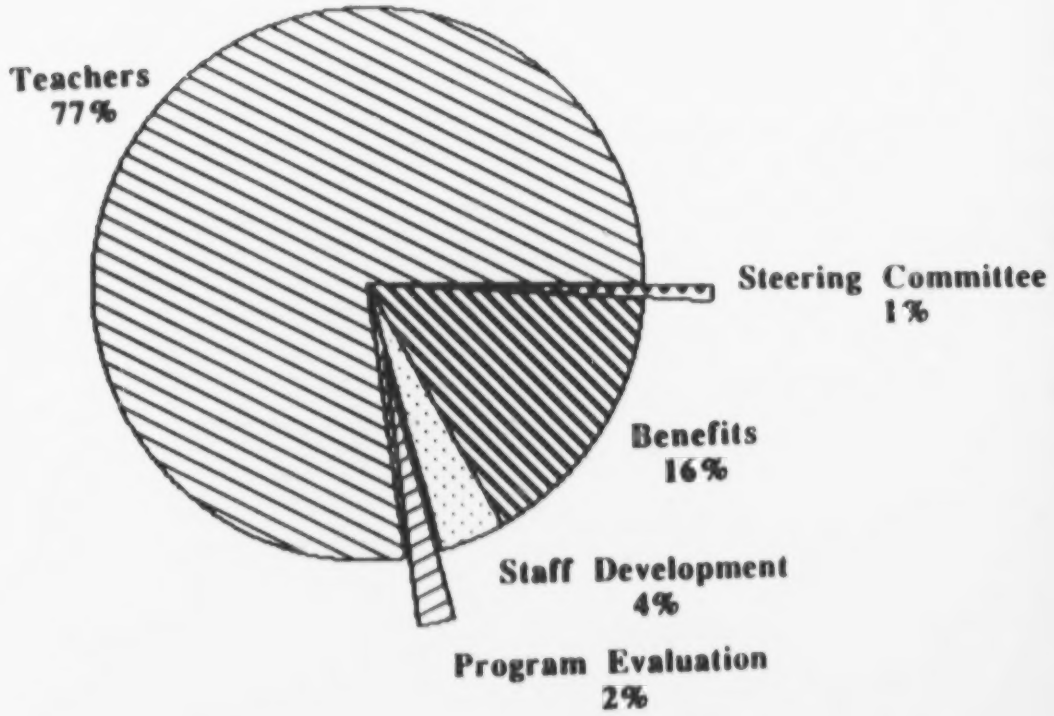
This distribution of Career Ladder monies has remained substantially the same over the last three years . Appendix A displays funding charts for the previous years of Career Ladder funding. The first year allocations provided more funding for the initial staff development needed to prepare teachers and administrators for the CTAI and CLAI evaluations.

II.3. Profile of Career Ladder Teachers

Figure 2 shows the percentage of elementary and secondary teachers who have earned placement on the Career Ladder over the past four years. Three hundred and eighty four (384) teachers, or 38% of all Peoria's teachers, are on Levels III - IV: 236 of these teachers, 14% of all teachers in the district, work in grades K-8; 148, or 23% of all teachers, are high school teachers. There has been an eleven percent (11%) increase in teacher participation on the Career Ladder since the first year of the program, from 27% of total teachers in the 1985-86 school year to 38% of the total in 1988-89.

FIGURE 1

CAREER LADDER BUDGET ALLOCATIONS
1988-89 School Year



PERCENTAGE OF TOTAL BUDGET
(Total Career Ladder Budget: $2,375,744.00)

Note: Teacher Category includes 1% for Substitutes
Staff Development includes 3% for Teachers and 1 % for Travel
Program Evaluation includes 1% for Other and .05% Materials/Supplies

FIGURE 2

CAREER LADDER TEACHERS AS % OF TOTAL TEACHERS

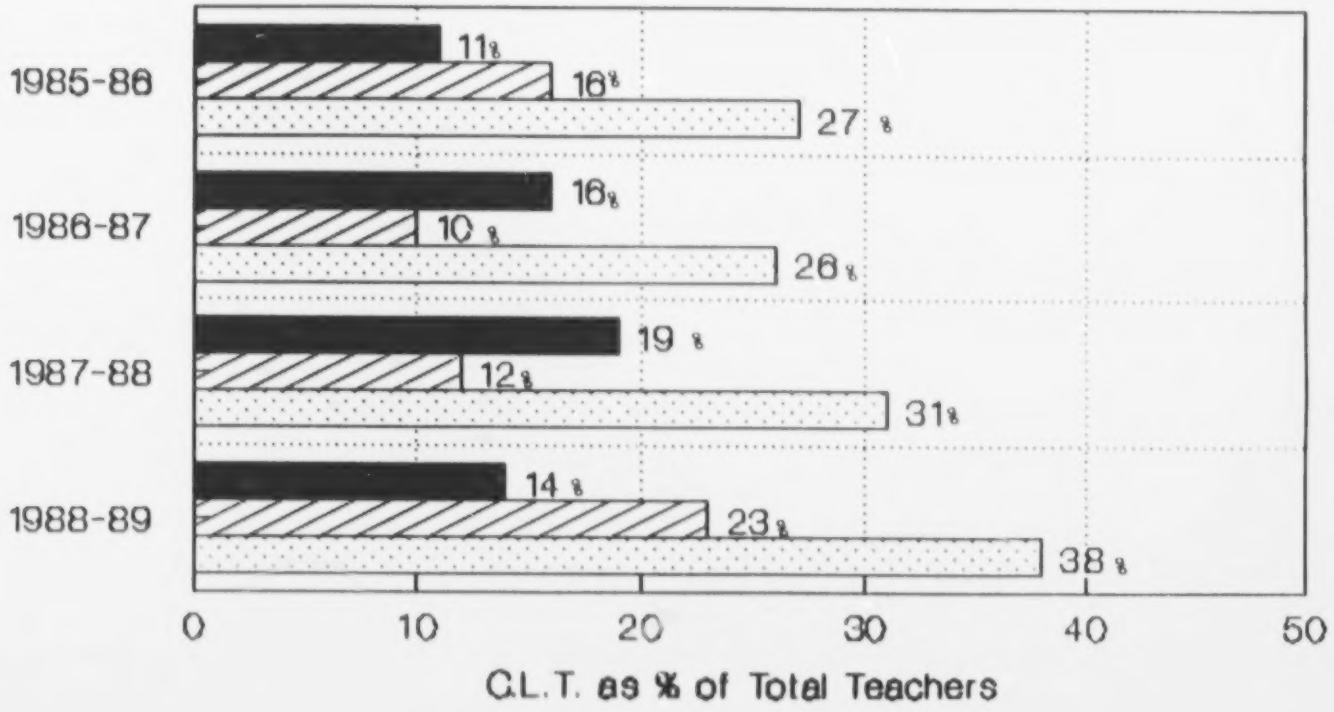
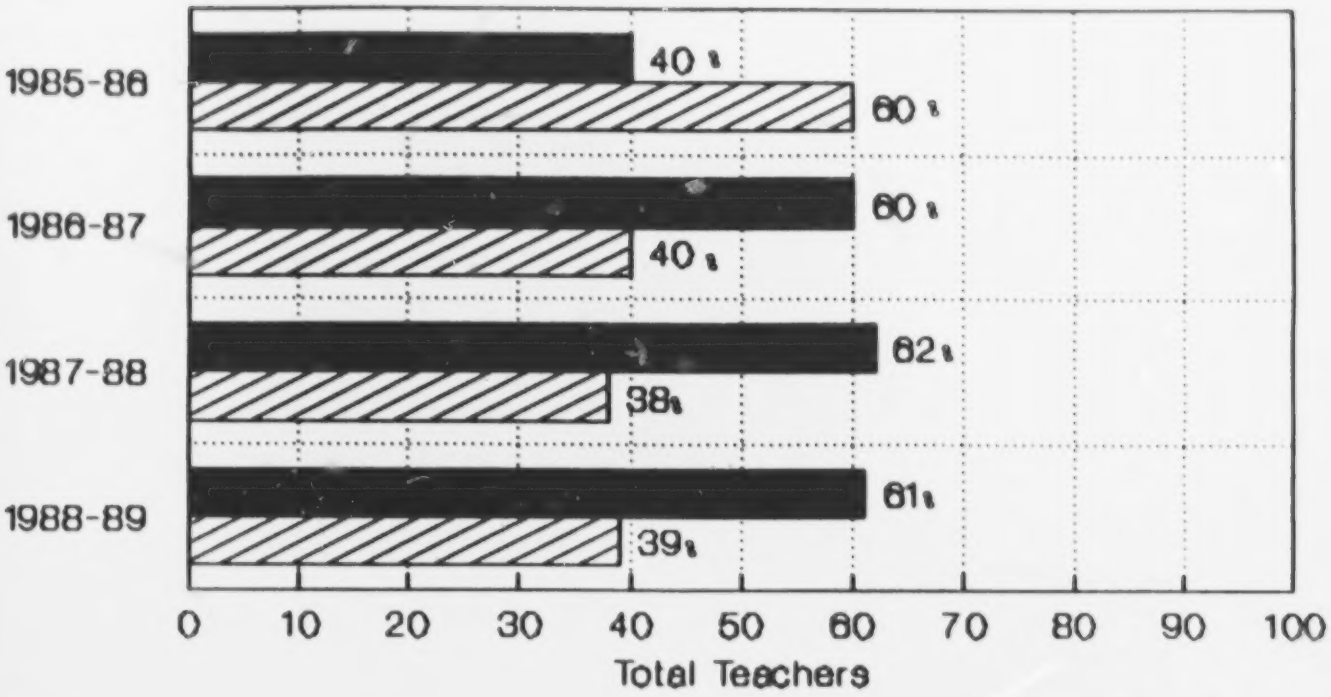


FIGURE 3

% OF CAREER LADDER TEACHERS AT THE ELEMENTARY & SECONDARY LEVELS



Kindergarten through Grade Eight Teachers as % of Total Career Ladder Teachers

High School Teachers as % of Total Career Ladder Teachers

Figure 3 shows the proportion of Career Ladder teachers who work at the elementary and secondary levels. Currently, 61% of Career Ladder teachers work in grades K-8 while 39% of Career Ladder teachers work in grades 9 - 12. This distribution has changed little in the past three years. It is interesting to note that in the first year of the Plan, the numbers were reversed: 60% of Career Ladder teachers worked in high schools while 40% were K-8 teachers. Neither interview nor survey data give a clear explanation for this shift. Appendix B provides a breakdown of Career Ladder teachers by grade levels K-6 and 7-8 and by subject area for grades 9-12.

III. FINDINGS

III.1. Data Collection

To prepare this report, FWL researchers carried out three data collection activities. First, in February, 1989, FWL staff reviewed district documents relevant to the Career Ladder implemenation. Those documents included Career Ladder budget allocation reports for four years, grade and subject profiles of teachers placed on the Career Ladder over four years, and prior evaluations of the district's Plan. The materials were provided to FWL by the Career Ladder Committee and district officer personnel.

Second, FWL staff conducted on-site interviews with key district and school level staff in February, 1989. These interviews included conversations with the Superintendent and district administrators in charge of budget, personnel, curriculum and instruction, and principal supervision. All principals at the elementary and secondary schools were invited to interviews, and the majority attended or designated other faculty to participate. A sample of 84 elementary and secondary teachers were interviewed either in a group discussion or individually. Both Career Ladder and Non-Career Ladder[1] teachers were interviewed. Of the latter group, some had participated on the Career Ladder previously but chose not to re-apply for placement. Teachers were selected for interviews based on their availability at the designated interview times. In some schools, principals selected interviewees; in others, Career Ladder Committee members were asked to make the selections.

In May, 1989, FWL mailed a written survey to all elementary and secondary teachers and administrators in the district. A copy of the written survey are attached in Appendix C.

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[1]For purposes of this report, Non-Career Ladder is FWL's reference for any teacher in the district who is not on the Career Ladder, either by choice or lack of eligibility. It is not a formal status within the district.

III.2 Survey Respondent Profile

The profile of written survey respondents indicates a balanced respondent group. Three hundred and thirty three (333) teachers, 35% of the total teacher survey group, and thirty (30) administrators, 60% of the administrator survey group, responded to the questionnaire. Following is a breakdown of the respondent groups by Career Ladder status, grade level, gender, number of years of teaching, and number of years of work in the district. Because a number of respondents chose not to respond to questions regarding gender, level taught, Career Ladder status, as so forth, the totals for any comparison group may not equal the total of respondents who answered questions regarding the Career Ladder.

Survey Recipients	# mailed	
Total Teachers Surveyed	927	
Total Non-Career Ladder Teachers	543	
Total Career Ladder Teachers	384	
Administrators Surveyed	50	
Survey Respondents	**# responses**	
All Teachers	333	(35% of All Teachers)
Non-Career Ladder Teachers	163	(30% of Non-CL Teachers)
Career Ladder Teachers	170	(44% of CL Teachers)
(Level III - Career Ladder)	52	
(Level IV- Career Ladder)	54	
(Level V- Career Ladder)	51	
Elementary Teachers	205	
Secondary Teachers	90	
Teach 15 years or less	272	
Teach 16 years or more	55	
Female Teachers	232	
Male Teachers	58	
Admin. 6 years or less in dist.	27	
Admin. 7 years or more in dist.	3	
Female Administrator	15	
Male Administrator	7	

Following is a report of FWL findings from on-site interviews with teachers and administrators and written surveys distributed to both groups. Teachers and administrators were asked to reflect upon how the Career Ladder Plan affects (1) teacher work, (2) the school's instructional program, (3) student achievement, (4) principal work roles, and (5) the teacher work environment. They were also asked to judge the efficacy of the design and implementation of the Career Ladder Plan. Appendix D reports the written survey responses for teachers and administrators, and individual comparisons of Career Ladder and Non-Career Ladder teachers, elementary and secondary teachers, and teachers who have worked more/less than 15 years in the district.

III.3. The Effects of the Career Ladder Plan on Teachers

Participation on the Career Ladder is changing the way teachers carry out their work according to both survey and interview data. Most importantly, it is providing a substantial increase in pay for teachers who choose to participate in the program.

3.1 The additional salary provided through the Career Ladder Plan is highly valued by all teachers

"Professional pay for a professional service will lead to quality education!" is how one teacher emphasizes the importance of providing higher salaries for excellent teachers. When asked to comment on the Career Ladder Plan's greatest strengths, all respondents indicated that the money incentive is the primary strength. *"Quite simply, I can feel committed to staying in this district because, with Career Ladder money, I don't need to think about a second job,"* is how a teacher expressed support for the Plan. *"The additional salary moves me into an income bracket that I associate with that of a professional. I'm no longer embarassed to admit I teach,"* is another teacher view, and *"It has challenged some teachers and motivated them to do a better job because of the money....also, there seems to be prestige associated with the Career Ladder."*

Administrators also strongly support additional money for teachers that Career Ladders provide. *"There is no question that teachers deserve a higher salary..and I think a Career Ladder is an excellent way for districts to reward expert teachers,"* commented a prinicipal. *"I'm not on the Career Ladder, but I do think that teachers who go through the*

process deserve the money," observed a Non-Career Ladder teacher. *"It provides more money for those who deserve it...that's good,"* summarizes most administrator responses.

Career Ladder teachers (69%) tend to agree more strongly than Non-Career Ladder teachers (29%) that the Plan rewards teachers for demonstrated excellence. *"Career Ladders have enabled teachers to receive a salary that reflects professional excellence. At least it comes closer. It makes one feel that the long hours spent are worth it. The choice to be on the program or not is a definite strength. The choice should be [a teacher's]...[they shouldn't be] mandatory,"* wrote a Career Ladder teacher on the survey. One Non-Career Ladder teacher disagrees: *"I feel making Career Ladders does not necessarily mean you are an excellent teacher. Most of the teachers are doing it only for the money...teachers not doing Career Ladders are not necessarily poor teachers!"*

Teachers who have taught 15 years or less and secondary teachers tend to agree more with the Career Ladder teachers' views (53% of the less experienced teachers and 69% of secondary teachers agree). Fifty percent (50%) of administrators also agree, as represented by this principal's comment: *"The Plan gives teachers who have gone beyond the regular, daily teaching duties an opportunity to be recognized and compensated for their efforts! This Plan gives teachers incentive to futher their training."*

Teachers at the upper levels of the regular salary scale report less incentive to participate on the Career Ladder. The difference between their regular salaries and that earned on the upper levels of the Career Ladder is not great enough to entice them to fulfill Career Ladder requirements. *"It's too much work for a very small amount of additional money,"* is the general feeling among this group of more experienced teachers.

3.2 Career Ladder teachers report that the Plan makes them feel more professional in their work.

"I think the Career Ladder System is especially valuable to me because of its clarity. It makes me strive to meet the high standards expected of the district's best teachers, and I appreciate having such concrete requirements. I am proud to have participated...and feel more professional as a result," notes a Career Ladder teacher. Another comment representing this view: *"I think the fact that our district has a compensation plan is a strength. It's rewarding to be part of a plan in which teachers are definitely recognized for*

their efforts that go 'above and beyond'...The Career Ladder System has helped me professionally and has made me value being treated as 'a professional.' Sixty-three percent (63%) of Career Ladder teachers echo this view as do 60% of administrators. Non-Career Ladder teachers do not feel these effects because they are not a part of the Plan.

Teachers who do participate in the Career Ladder Plan and administrators who supervise teachers believe that Career Ladder teachers have changed the way they carry out their work.

3.3 Career Ladder teachers report that they are better organized; they teach more effectively; they focus more on higher order thinking skills; and they prepare better curriculum materials. Administrators strongly agree.

"It has made me a great deal more organized, do a better job of teaching skills sequentially, and has encouraged me to challenge my special education students with higher order thinking skills," says a teacher who finds her work generally improved by the Career Ladder.

On the written survey, Career Ladder teachers report that their instruction is more effective (68% agree), their curriculum materials are better prepared (70% agree) and they more effectively integrate higher order thinking skills into their instruction (75% agree). Seventy percent (70%) of administrators agree that teachers are more effective because of the Career Ladder. Only 28% of teachers and 10% of administrators disagree. Secondary teachers believe more strongly than elementary teachers that they prepare better curriculum materials (65% agree compared to 39% agreement among elementary teachers). Sixty-seven percent (67%) of administrators agree: only 7% disagree.

Career Ladder teachers are particularly positive about the Plan's impetus to better organize for instruction and to develop lessons explicitly to develop students' higher order thinking skills. Noted one secondary teacher: *"It is not that I didn't know how to develop lessons for higher order thinking skills. I did. But, in truth, I didn't spend as much time directly focusing on how to organize the lessons systematically to ensure that they all emphasized higher level skills. So I was good before, probably, but I'm better now...and now I know exactly why I'm doing what I do."* Another teacher comment: *"When*

planning, teachers consider a set of skills to be learned rather than focusing on an isolated skill in a spectrum...students have a clear understanding of what is expected of them and perform better."

Secondary teachers are also more strongly convinced than elementary teachers that attention to higher order thinking skills has increased as a result of the Career Ladder Plan, as evidenced by a 67% agreement on this item compared to only 16% who disagree. Only 46% of elementary teachers agree that attention to higher order thinking skills has increased and 28% disagree.

Administrators strongly agree that teachers are integrating higher order thinking skills into their lessons more effectively. Eighty-three percent (83%) agree with this item. Only 3% disagree. They also report that attention to Career Ladder program requirements by Career Ladder teachers has a beneficial "spill-over effect" on Non-Career Ladder teachers. *"Attention to lesson planning, especially to higher order thinking skills, seems more visible throughout the school now. I hear more conversations about the practice of teaching - what makes for a good lesson or how to measure higher order skills...and this talk is not limited to Career Ladder teachers...but it is, I think, a by-product of the Plan and the planning requirements it emphasizes,* noted an elementary principal.

Non-Career Ladder teachers are less willing to see positive impacts of the Career Ladder Plan on their work. Only 28% agree that attention to higher order thinking skills have improved because of the Career Ladder Plan. Thirty-six percent (36%) disagree that the Plan has had strong effects on teaching to higher order thinking skills, and 20% are neutral. Non-Career Ladder teachers tended to attribute their teaching successes to their own professional competence rather than to the Career Ladder. Teachers who have been in the district 16 years or more are also less convinced that the Career Ladder has brought about significant changes in teacher work as evidenced by generally lower agreement on items associated with teacher work.

3.4 The Career Ladder teachers report that the Plan encourages teachers to monitor student achievement more effectively.

Sixty three percent (63%) of Career Ladder teachers feel that the the Career Ladder Plan has served to raise teachers' awareness of the need to monitor student achievement more effectively. This compares to 22% agreement on this item by Non-Career Ladder teachers. *"The documentation for the CLAI requires evidence of student academic growth. Having to keep track of how each student is developing keeps my attention focused on actual achievement as well as on how I'm teaching for it,"* is how a Career Ladder teacher explained this point. *"I think the system, overall, is a good one...it forces me to center on the students' progress rather than on 'Is it June yet?'..It makes a teacher more professional,"* noted another teacher.

Secondary teachers are more strongly convinced than elementary teachers that student achievement is now better monitored: 59% of secondary teachers agree while about as many elementary teachers agree (37%) as disagree (32%). Teachers who have been teaching longer tend to be more ambivalent about the Career Ladder's impact on this item: 38% agree and 33% disagree. Considerably more teachers who have taught 15 years or less feel that student achievement is monitored more effectively (45% agree compared to 27% who disagree). On the other hand, 60% of administrators believe that student achievement is monitored more effectively and only 7% disagree.

Career Ladder teachers and secondary school teachers believe more strongly than other groups that the Career Ladder Plan has directly increased student achievement: 60% of Career Ladder teachers agree and 18% disagree; and 60% of secondary teachers agree while 22% disagree. *"Because we are using more of the Essential Elements of Instruction principles in our daily teaching...students are definitely receiving better instruction and achievement gains are more likely to occur,"* is how one secondary teacher explains his belief that student achievement was directly improving.

Fewer administrators and Non-Career Ladder teachers view the plan as directly responsible for increasing the level of student achievement. *"I would like to quote you scores, but I can't definitely say achievement is going up as a direct result of the ladder...I*

can say that I think a number of teachers are working more effectively - and that, I think, should ultimately affect student learning," responded a principal when asked about direct student achievement benefits. On the written survey, 50% of administrators remain neutral on this question, and 40% of Non-Career Ladder teachers actually disagree that student achievement is directly affected.

Interview data suggest that the more neutral responses may reflect the pervasive belief of both teachers and administrators that the district has always paid attention to student achievement gains. As an elementary Career Ladder teacher said: *"In this district we have always had a good track record on student achievement. That didn't just begin with the Career Ladder. The Career Ladder has helped us marshall our forces for instruction - but student achievement has always been a priority here- from the superintendent on down."*

The majority of principals interviewed believe that the Plan has increased all teachers' attention to student achievement gains. *"While Career Ladder teachers have to document student achievement gains, all teachers in my school tend to be more aware of pre and post assessment and their students' general academic progress."* Observed an administrator about the general "spillover benefits" of Career Ladder impacts on Non-Career Ladder teachers.

3.5 The Career Ladder Program expands teacher leadership roles outside the classroom.

Teachers on the Career Ladder are more actively volunteering for activities outside the classroom as a result of Plan's requirements. As one elementary teacher said: *"I think of my work inside and outside the classroom in a more coherent way. Outside activities are not simply extra burdens, but instead part of how I define my work as a Career Ladder teacher."* A secondary teacher commented: *"It has rewarded me for things that I wouldn't normally be rewarded for - all the extra hours in committees, extra-curricular activities and so forth."*

Administrators notice this effect more than teachers. Sixty seven percent (67%) of administrators view the Career Ladder Program as expanding teacher leadership outside of

the classroom,: only 10% disagree. This compares to 59% of Career Ladder teachers who agree and 18% who disagree, and to 44% of Non-Career Ladder teachers who agree and 34% who disagree. From an administrator's view: *"I think the Career Ladder promotes the sharing of leadership among administrators and teachers...that's what research says ought to be happening in schools...and in our district, it is."* Not all teachers view this effect as positive. A Non-Career Ladder teacher observed: *"A few teachers are spending too much time and energy on extra-curricular activities. A few are out of class too frequently as a direct result of Career Ladder expectations..."* Another teacher noted: *"Since some teachers serve on committees to fulfill Career Ladder requirements, many teachers who served willingly without reward in previous years are reluctant to do so now."*

3.6 Career Ladder teachers report that the Career Ladder strengthens the teacher evaluation process.

District policy requires that all teachers receive at least one formal evaluation yearly. Career Ladder teachers, in addition, receive a minimum of two unannounced classroom visits by evaluators. Their CLAI portfolio is also evaluated. Teachers who participate in this more intensive evaluation feel more strongly than administrators or Non-Career Ladder teachers that the Career Ladder has strengthened teacher evaluation. *"I think my principal is more aware of the breadth and depth of my course curriculum since spending more time in my room,..."* observed a Career Ladder teacher. Several teachers shared this belief.

A number of administrators believe the CTAI conferencing and the CLAI review process enables the principal to *"spend more quality time"* with teachers. Sixty-six percent (66%) of Career Ladder teachers agree that the evaluation process is strengthened (17% disagree). Fifty percent (50%) of administrators agree: only 29% of Non-Career Ladder teachers agree. Twenty-three percent (23%) of administrators disagree along with 44% of Non-Career Ladder teachers. A secondary principal commented about evaluation: *"Through the combination of the CLAI review process and evaluations, I am exposed to a lot more of my teachers' work than in the past."*

3.7 The Career Ladder Plan does not engender competition among teachers.

Teachers generally feel that the Career Ladder Plan has not discouraged them to share with one another; nor do they feel more competitive toward one another. On the contrary, many Career Ladder teachers report that they cooperate more as a result of the Plan. Consequently, on survey questions asking about competition and changes in the ways that teachers work together, Career Ladder teachers as well as administrators generally express strong disagreement that they work less well with one another.

"I have been able to share more with my teacher colleagues as a result of the Career Ladder Plan. I also talk more directly about my work with my principal...I hear 'rumors' that we're now hoarding lessons, but I know of no one in my school who would agree with that," observed a secondary teacher. The majority of teacher respondents agree with this teacher.

Seventy percent (70%) of Career Ladder teachers and administrators do not believe that teachers share knowledge less with colleagues as a result of the Career Ladder. Seventy seven percent (77%) of administrators disagree that teachers know less about their colleagues' work. Non-Career Ladder teachers are more neutral in their responses with 29% disagreeing and 20% agreeing that teachers share less knowledge with one another. Career Ladder teachers do not agree that they are more competitive with others as a result of the Career Ladder Plan: 69% disagree that they compete more. Non-Career Ladder teachers are more neutral (28% agree that competition has increased compared to 25% who disagree).

In interviews, teachers give mixed responses to questions about changes in their working relationships with colleagues. The analysis of interview data reveals no consistent patterns. Both Career Ladder and Non-Career Ladder teachers provide examples of increased competition and increased collaboration. Others claim no changes in the ways teachers work with one another in their schools.

However, teachers in general and Career Ladder teachers in particular strongly disagree that the Career Ladder Plan forces them to spend less time with students outside the

classroom or less time on district or school activities. Seventy percent (70%) of Career Ladder teachers disagree that their school and district activities have decreased, and 52% disagree that they spend less time with students outside of class. Non-Career Ladder teachers tend to be more neutral about these points, a likely result of their not perceiving strong effects of the Career Ladder Plan in general.

3.8 In general, Non-Career Ladder teachers surveyed do not believe the Plan is making signficant difference in teaching.

These teachers are less willing to attribute positive effects to the Career Ladder Plan. *"Our schools and teachers have always paid attention to academics...having a Career Ladder hasn't changed us,"* notes a teacher who is philosophically opposed to Career Ladders. *"The plan emphasizes paperwork...why would I think that organizing paperwork would make my students learn more?"* is a frequently heard view of these teachers. Most representative of this group is the following teacher observation: *"I am not convinced that excellent teachers are rewarded. I feel that anyone, regardless of experience or talent, with a flair for paperwork can be considered deserving of extra pay...I would rather spend the time with my family in the evenings and on student-oriented work at school."*

III.4. The Effects of the Career Ladder on School Organization

The Career Ladder Plan has brought about organizational changes in schools.

4.1 The salary increases that accompany Career Ladder placement are serving to attract and retain good teachers.

"I was attracted to Peoria School District because of its academic curriculum and its opportunities for salary advancement through the Career Ladder process. I left another district after [a number of] years of continuous employment, and the Career Ladder Plan here gave me an incentive to make the change," observed a teacher. Interview data indicate that the Career Ladder is a factor in attracting and retaining good teachers. A number of teachers relatively new in the district report that Peoria's Career Ladder Plan is what initially attracted them to the district. *"I am in my sixth year of teaching and am earning*

over $30,000. I wouldn't be earning nearly this much in another district. The Career Ladder is why I came here and why I plan to stay," commented a teacher. District administrators also report that prospective teachers increasingly ask about Peoria's Career Ladder Plan in initial hiring interviews.

Because participation on the Career Ladder is voluntary, the Plan does not serve as a mechanism to discourage poor teachers. On the written survey, no administrator suggested that the Career Ladder discourages poor teachers, and 80% disagreed with the statement that it does. Teachers do not view it as a mechanism for discouraging poor teachers either: 68% of all teachers disagreed that it does, while only 12% agreed. That strong disagreement was indicated by all teacher groups: 67% of Career Ladder teachers disagreed while only 12% agreed; 76% of Non-Career Ladder teachers disagreed. Only 10% agreed.

4.2 The majority of administrators report that the Career Ladder Plan has strengthened the overall instructional program in schools.

"I do believe that having the Plan in the district has made a difference in the overall quality of instruction...All my teachers are paying more attention to curriculum planning and lesson development in a systematic way," is how one administrator stated this belief. On the written survey, 75% of administrators view the benefits to the overall instructional program as the primary strength of the Career Ladder. Sixty-eight percent (68%) of Career Ladder teachers agree while only 28% on Non-Career Ladder teachers believe the instructional program of the school was improved by the Career Ladder Plan.

On survey questions that asked respondents to focus on the impact of the Career Ladder Plan on the organization and daily operation of the school, administrators generally report stronger organizational effects. They view the Plan's primary strengths as:

1) Improving the overall instructional program in the district;
2) Expanding teacher leadership opportunities outside the classroom;
3) Increasing attention to student academic progress.

Teachers rank the three primary changes in the school organization only slightly differently:

1) Expanding teacher leadership opportunties outside the classroom;
2) Increasing attention to student academic progress;
3) Improving the teacher evaluation process.

The Career Ladder Plan appears to be contributing to a changing work role for principals. However, teachers and administrators see this effect less strongly than impacts on teachers. Forty-seven percent (47%) of administrators and 46% of Career Ladder teachers feel that the Plan has expanded the principal's role as instructional leader. Non-Career Ladder teachers are more neutral in their responses with 31% agreeing that the principal's role has expanded while 43% disagree. There is little difference between teachers who have taught more or less than 15 years in the district. They are generally neutral on the principal's role. Secondary teachers are slightly more positive than elementary teachers (45% agree compared to 34% of elementary teachers).

In interviews several teachers commented that the program requires principals to attend more to teacher evaluation, although the Career Ladder Plan is only part of the district's teacher evaluation program. Principals observe that there is no concurrent decrease in their other work. *"I had more than a full-time job as an instructional leader before the Career Ladder was adopted. New evaluation expectations just adds more to an already full plate,"* is one principal"s comment on this point.

A number of teachers are pleased by the increased attention to classroom observations and more dialogue with principals about the CLAI. *"The principal has learned about my special area in a far more profound way than before [Career Ladders]...I get to talk about my professional strength, and someone besides my husband has to listen!...plus, those unannounced evaluations force me to keep up with my lesson plans,"* reflects a teacher perspective on this point.

Career Ladder teachers and administrators are also slightly more convinced that the Career Ladder Plan has helped teachers work more effectively with one another. Thirty-seven percent (37%) of the administrators agree that it has along with 43% of Career Ladder teachers. Non-Career Ladder teachers generally disagree (41% disagree compared with only 17% who agree).

4.3 Over time, the concepts underlying the Career Ladder Plan are becoming more acceptible to many teachers.

As one elementary teacher observed: *At first I was worried that it would destroy the strong community feeling we have built at our school, but this hasn't happened. We continue to share ideas, but now we also share approaches to the CLAI process or ideas about how to keep records or document our lesson plans."* While 46% of Career Ladder teachers see Career Ladders as improving teacher morale, 27% disagree, along with 59% of Non-Career Ladder teachers. Administrators are generally neutral on the question of teacher morale, 57% are neutral while 30% agree and 13% disagree. The Non-Career Ladder teacher responses reflect this group's generally more negative view of the Career Ladder concept in general and the specific Plan, in particular.

The range of responses on work environment changes is not surprising. As a new program, the Career Ladder Plan is contributing to a change in the work lives of teachers and principals. Ambivalence about such change - and some resistance - is to be expected. Interview data indicate that much of the resistance is focused more on the paperwork associated with the program than on the overall benefits of a Career Ladder Plan. As one high school teacher said: *"I am good and I deserve extra money ...but the documentation process irequires too much... I see teachers who work all day all week and then devote the weekend to preparing the CLAI. They may be learning a lot through the self.-assessment process, but it seems exhausting."* Section 6.2 reports in more detail teacher concerns about exessive paperwork.

III.5. The Effects of the Career Ladder Plan on Student Achievement

Measuring direct impact of a Career Ladder Plan on student achievement is difficult[12]. There is no research methodology available that would allow researchers to isolate with a high degree of confidence the unique effects of the Career Ladder Plan from the many other educational, social, emotional and economic factors that influence student achievement. There is no baseline against which comparisons can be made; and existing

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[1]See M. Amsler, D. Mitchell, L. Nelson, T. Timar. *An Evaluation of the Utah Career Ladder System: Summary and Analysis of Policy Implications*. FWL, January, 1988), p. 7.

measures of student performance, such as the SAT or CAP tests or other norm-referenced achievement tests, are not reliable indicators of student achievement that may be attributable to a Career Ladder Plan over time.

In the past, when policymakers and educators have attempted to attribute increased student achievement to unique program effects, they have generally been discredited. There are simply not enough reliable control variables to allow researchers to isolate the unique effects of a particular program from a host of other factors that influence student academic achievement .

In Peoria, teachers and administrators believe there are very positive impacts on student achievement as a result of the Plan. Certainly, the strong effects on teacher work and school operations discussed in Sections III.4 and III.5 provide evidence for this belief - notably increased attention to sequenced instruction as required in the Essential Elements of Effective Instruction evaluation, better teacher organization for instruction, attention to higher order thinking skills, preparation of better curriculum materials, and general strengthening of schools' instructional programs.

5.1 Career Ladder teachers, in particular, believe that student academic achievement has improved as a result of the Career Ladder Program.

"I have been teaching for eight years and know that I am teaching better as a result of the Career Ladder...and if that doesn't improve my students' learning, I don't know what will," is one teacher's explanation of student achievement gains. Administrators and Career Ladder teachers also observe a significant strengthening of the overall instructional program. *"Teachers are working together, sharing with others at a given grade level. Two or three minds are better than one. We are generating more ideas for curriculum units, developing more challenging lessons, planning far more effectively...the [instructional program] is certainly better than before!"* observed two teachers who have worked together on joint projects. *"I don't know if my teachers would all agree, but I know that, overall, there is more attention to curriculum and planning for instruction now than before Career Ladders,"* observes a principal.

Fifty three percent (53%) of Career Ladder teachers agree there has been increased school level attention to student academic progress and 17% disagree. Only 21% of the Non-Career Ladder teachers agree that student achievement is directly affected by the Plan, and 47% actively disagree. This generally negative view of the value of Career Ladders in improving student achievement is consistent with Non-Career Ladder teachers' overall negative view of the program.

III. 6. Assessment of the Components of the Career Ladder

Teachers and administrators were asked their views on the CLAI, the classroom observation and evaluation (CTAI), the Staff Development Program, and the Appeals Process associated with the Career Ladder Plan. About the CLAI, Career Ladder teachers and administrators generally report that the portfolio process has made teachers better organized for instruction, has encouraged them to use more varied instructional strategies, and has helped teachers feel more professional in their work. Career Ladder teachers feel most positive about the following four items as strongest benefits of the CLAI:

1) Teachers are better organized for instruction.
2) Teachers use more varied instructional approaches.
3) The CLAI forms are clear and well organized.
4) Teachers feel more professional.

Administrators generally agree and rank the following four primary strengths:

1) Teachers are better organized for instruction.
2) The CLAI forms are clear and well-organized.
3) Teachers use more varied instructional approaches.
4) Teachers feel more professional.

In interviews, secondary teachers were more likely to comment on how their instructional strategies have improved as a result of Career Ladder participation. Indicative of this view: *"I am a good teacher and think I was before the Career Ladder, but I do pay more attention to how I am teaching every day instead of just attending to the what of the lesson."*

Seventy-three percent (73%) of administrators and 71% of Career Ladder teachers report that documentation for the CLAI helps teachers be better organized. *"It's really a good system to force teachers to organize their materials into a cohesive-integrated system*

that reaches all of the kids. I feel like I am more effective in meeting my objectives because of the CLAI," reflects the views of many CLAI supporters. Survey responses indicate that 64% of Career Ladder teachers and 63% of administrators agree that teachers vary instructional techniques because of CLAI.

Elementary teachers were less convinced that their actual instructional practices had changed. As one noted: *"With a room full of third graders, you can't simply lecture. We always have lots of different, hands-on activities for learning. Career Ladders didn't introduce that to elementary teachers. I probably am more aware of my organization now, though."*

Sixty-three percent (63%) of Career Ladder teachers and 60% of administrators agree that the CLAI improves teachers' images of themselves as professionals. Representative of this view is an elementary teacher's comment: *"I now am far more aware of the ingredients of good teaching and understand better how to put together excellent units that integrate content and higher order thinking skills..I am more professional as a result of CLAI."*

6.1 Teachers differ in their perceptions of the purpose of CLAI.

Career Ladder teachers do not agree that the CLAI forces teachers to spend less time with students outside the classroom or to participate less often in school or district activities, nor do they see the process as one which encourages competition among teachers. *"I find myself sharing more not less!"* observed a number of these teachers. Administrators tend to agree with these teachers.

However, within the Career Ladder group, teachers give mixed responses about the purpose and efficacy of the CLAI for documenting teaching excellence. Many believe that the CLAI is not the best way to identify exemplary teaching. Rather, they feel that it rewards the best *"paper organizers"*. Others disagree. They see instructional benefits in constructing a portfolio and believe that all excellent teachers ought to be able to document and communicate to others exactly what it is in their instructional program that certifies their teaching excellence.

Differences of opinion about the purpose of CLAI appear to be strong. On the written survey, respondents wrote thoughtful comments about strengths and weaknesses of the Plan. The CLAI as a process for documenting teaching excellence is the topic of many of the comments and the reviews are mixed, reflecting the disagreement among teachers about how teaching excellence ought to be documented and rewarded.

6.2 Teachers list excessive paperwork and documentation as their greatest concern about the Career Ladder Plan.

While they generally praise the Career Ladder Committee for being responsive to recommendations to improve the CLAI over the past four years, teachers still feel that documentation associated with the CLAI is overemphasized. Career Ladder teachers express greater concern than Non-Career Ladder teachers. Forty nine percent (49%) of Career Ladder teachers report that they spend too much time in documentation compared to 39% of Non-Career Ladder teachers. Administrators are more neutral: an equal number of administrators agree (30%) as disagree (30%). Thirty three percent 33% are neutral.

One elementary school teacher on the Career Ladder commented: *"This is my third year on the ladder. The first two years I didn't mind how hard I had to work to document my effectiveness because I kept on either learning organizational skills or ways to rethink my lesson plans. But this year I feel burdened. I hate having to go through all the work over and over again...somehow I'd like to see this process change for us once we've really established ourselves on the ladder...."* Another comments: *"It seems like 50% or more of my time has gone into documentation for my CLAI. I'm not sure that that is the most beneficial use of a Career Ladder teacher's time...it can be demoralizing to be forced to prove, by extreme amounts of paperwork yearly, that a teacher is doing what he or she should be doing."*

A large number of Career Ladder teachers interviewed report that repeating the construction of a portfolio the first and second time is helpful in making them more organized. They suggest, however, that some other form of documentation or proof of continuing excellence might be required for Career Ladder placement after the second or

third CLAI. Said one experienced Career Ladder teacher: *"I would rather use my skills to help other teachers with their CLAIs or help a new teacher in the building or write curriculum for my district, something that made me feel that my professional talents, that are now clearly documented - can actually benefit the school or district."*

Administrators as well as some teachers suggest that the CLAI might be supplemented by other kinds of verification of professionalism, such as work on grade-level projects, school or district committees or with other teachers on CLAI development or general professional development activities. Some administrators express a hope that the Career Ladder Plan will eventually allow teachers to participate even more actively in broader school and district leadership roles. As one administrator put it, *"...so the school can use this growing pool of talented teachers for work beyond that classroom door."*

Many Non-Career Ladder teachers report that the CLAI documentation requirement is the primary reason for the decision not to apply for Career Ladder placement. While both Career and Non-Career Ladder teachers feel the Career Ladder Committee's responsiveness has been exemplary, the documentation issue remains problematic for both groups.

6.3 Administrators and Career Ladder teachers believe that the CLAI forms are clear and well organized.

Sixty four percent (64%) of teachers and 70% of administrators report that the CLAI forms are well developed. Non-Career Ladder teachers are generally neutral, likely a factor of non-participation in the program. Administrators are more positive about the training for the CLAI evaluations than Career Ladder teachers.

6.4 Administrators and Career Ladder teachers are more convinced than teachers not on the Plan that training to ensure consistency in CLAI evaluations is effective.

Fifty percent (50%) of administrators agree that the training process to prepare evaluators for CLAI reviews is effective: 42% of Career Ladder teachers agree. Only 17% of Non-Career Ladder teachers agree. Questions about inter-rater reliability[1] arose in both

[1] *Inter-rater reliability* is the term used by the Career Ladder Committee to describe the consistency in ratings among qualified evaluators.

interviews with Career Ladder teachers and in survey comments. Many teachers acknowledge the district's efforts to provide training to ensure consistency among evaluators, but there are still reports that consistency remains a problem. *"I think the evaluators interpret CLAIs very differently. I included [one thing] in my CLAI and it was sent back for revision, while a friend of mine at [another school] breezed through with a very similar [item],"* comments a teacher. Administrators have generally high praise for the training they receive even though some still acknowledge the inevitable difficulties in ensuring consistency from evaluator to evaluator and school to school.

6.5 Teachers and administrators praise the Career Ladder Committee for its sustained hard work, dedication and responsiveness to concerns.

Teachers and administrators praise the work of the Career Ladder Committee. *"They have worked long hours and under considerable pressure to put together a plan for us...We are clearly benefiting from their dedication!"* is a comment made frequently by teachers. *"They have made the plan voluntary, and,whether or not I agree with it, I do admire their integrity and fortitude!"* reflects a Non-Career Ladder teacher's observation.

Administrators strongly agree with these sentiments: *" The work of the Committee has been highly commendable. They have had to hear us ask for some changes and have responded with care and attention to the concerns,"* reflects a principal's view.

6.6 Career Ladder teachers generally believe that the evaluation process associated with the Career Ladder Plan should remain as it is presently organized.

"I appreciate the fact that I see the principal in my room more often...and I think Career Ladders has made that happen..I like getting feedback about my work," reflects the views of teachers who support evaluation remaining as it is presently organized. Fifty-one percent (51%) of Career Ladder teachers report that it should remain as is and only 26% disagree. This compares to Non-Career Ladder teacher responses of 43% who disagree that the evaluation process should remain as it is presently organized with only 15% who agree. Administrators are more neutral in their responses: 30% agree; 40% are neutral; and 27% disagree, a likely indication that they are generally pleased with the current evaluation procedures.

When asked if the number of subsequent evaluations should be limited if the initial evaluation is unsuccessful, teacher views are generally neutral: 30% of teachers surveyed believe the number should be limited, 20% disagree and 41% are neutral. Administrators, however, strongly agree that there should be a limit on the number of subsequent evaluations if a teacher's initial evaluation is unsatisfactory: 77% agree compared to only 3% disagreement. This finding seems to reinforce administrator confidence in the classroom observation process as it currently is carried out.

When asked if the evaluation process should include a more comprehensive unannounced classroom evaluation, 47% of teachers disagree. That percentage remains roughly the same for each teacher group. It appears that teachers do not want to be evaluated by a more comprehensive unannounced classroom evaluation procedure. As one high school teacher said: *"What goes on in my classroom is too complicated for any one evaluator to observe in an hour; I wouldn't want money riding on the results of an unannounced visit by my principal. He probably wouldn't want it either."* Here, too, administrators agree that they would value more unannounced classroom observations: 77% agree that there could be more of them; only 13% disagree.

Contradicting the negative survey responses, some Career Ladder teachers expressed in interviews a desire for more classroom observations in lieu of some of the CLAI documenation as a more accurate determinant of excellent teaching. Expressing this view: *"I would prefer nine unannounced visits to a part of the CLAI...I'm a good teacher and can only benefit from my principal seeing me at my best...which, I think, is most of the time."* In this, they agree with adminstrators, whose responses indicate that they would welcome the opportunity for more unannounced classroom observations. *"I would spend all my time in classrooms if I could,"* commented a principal. A number of others agreed with this principal's observation: *"I feel that the best way to provide support for teachers is to see them in the classroom. I can be much more helpful as an instructional leader when I am aware of the dynamics of the class."*

6.7 Teachers see Staff Developers as very helpful in clarifying the Career Ladder goals and helping meet the requirements of the Plan.

Teachers and administrators tend to view the Staff Development Program as part of the routine evaluation process of the district rather than as a special component of the Career Ladder. Staff Developers clearly have made the CLAI process easier for many teachers by describing the process in more detail and helping Career Ladder teachers clarify their objectives in documenting classroom performance. In interviews, teachers generally spoke very positively of Staff Developers. *"I have had wonderful help from [my Staff Developer] and feel like my teaching has improved thanks to the help,"* commented a Career Ladder teacher. Another teacher observed:*"Even though we try to help each other in doing the CLAIs, we can never devote blocks of time to the process. That is what is so wonderful about [our Staff Developer]. He brings a broader perspective to some of our discussions. He actually helps us understand how our goals relate to broader ones. He has some insights we don't because he is not assigned to only one school."* It should be noted that a few of the teachers interviewed had little or no contact with a Staff Developer and, therefore, had little to say about the program.

In interviews Staff Developers were highly supportive of the Career Ladder Plan. Their responses mirror many teacher views. They see the Career Ladder Plan as helping teachers to be better organized and preparing better curriculum materials. They also believe that many teachers are teaching more effectively as a result of the Plan.

The main concern Staff Developers raised was about the potential for broader impact of the Career Ladder Plan on the ability to use the expert teachers in other leadership roles in the school. As one Staff Developer said, *"I have had the opportunity to work with some really outstanding classroom teachers. I wish I could direct those talents towards coaching other teachers rather than documenting their ongoing excellence."* This is an issue also raised by some administrators: *"Too many insights into how to design programs more effectively and develop innovative academic curriculum remain inside classrooms. I'd like to see the talent put to better use."*

6.8 The appeals process associated with the Career Ladder Plan does not engender strong feelings among staff.

The appeals process was examined through three survey questions. In general, the appeals process does not generate strong opinions from either teachers or administrators. When asked if the appeals process provides a forum for disagreement regarding structural issues, 31% of teachers feel it does provide a forum, 10% disagree while 47% remain neutral. When asked if the appeals process provides a forum for disagreements regarding equity issues, 28% of teachers agree, 11% disagree and 49% remain neutral. When asked if the appeals process gives both the teachers and evaluators a just hearing, 36% of teachers agree, 8% disagree and 43% remain neutral. Most often, the Career Ladder Committee is praised for providing a fair and equitable forum for disputes. *"I appreciate the responsiveness of the Committee. I know we have raised troublesome issues, but they have always been willing to listen,"* observed a secondary teacher.

When asked if the levels associated with the Career Ladder Plan are effective in providing a new salary schedule which reflects Career Ladder teachers' abilities to demonstrate ongoing professional excellence, 51% of teachers agree, 23 % of teachers disagree, and 16% remain neutral. When asked if the salary capping procedure associated with the Career Ladder Plan is fair and equitable, 35% of teachers agree that it was equitable, 32% disagree and 22% remain neutral.

Interview data indicate that teachers who have been in the system or district 15 years or more raise questions about the capping procedure. Because of the caps on salary, they view the Career Ladder Program as more beneficial for younger and less experienced teachers. As one secondary teacher said: *"I have been teaching here for a long time, and I am an excellent teacher. Yet my reward for classroom excellence is so much smaller than it is for younger teachers that I feel the message of the Career Ladder program is you've been around so long you aren't worth rewarding."*

6.9 Career Ladder teachers and administrators agree that the plan is effective and monitored appropriately.

"Basically, I think the Career Ladder Committee has done a top-notch job of producing a plan we can be proud of and implementing it effectively," observed an administrator. That sentiment is echoed throughout the district. *"When I think about the time they have spent working on the Plan so that we all can benefit, I am extremely grateful to that group. I hope they know how much we appreciate them when those new contracts are issued in June!"* is how one Career Ladder teacher expressed this support. Administrators also praised the Committee: *"They have been fair, impartial, and able to adjust the Plan as needed...very professional."*

Seventy percent (70%) of administrators and 72% of Career Ladder teachers agree that Peoria's Career Ladder Plan is effective. Only 2% of administrators and 13% of Career Ladder teachers disagree. While the survey question is open-ended, allowing individual respondents to interpret *effective* in many ways, the overall response by those who benefit from the Plan is supportive of it. An even larger percentage of Career Ladder teachers (77%) and administrators (73%) feel the committee monitors the Plan appropriately. As with other aspects of the program, Non-Career Ladder teachers are more ambivalent about the Committee's work. Thirty four percent (34%) do not view the Plan's design as effective, while 29% agree and 23% are neutral on this point. Slightly more Non-Career Ladder teachers (34%) agree that the Plan is monitored effectively, compared to 24% who disagree and 28% who are neutral.

Interviewees emphasized the importance of the stability of the Committee. They believe the generally stable membership has promoted consistency of vision during the initial years of Plan design and implementation. However, a number of teachers and administrators now feel that a system for rotating Career Ladder Committee membership is appropriate since the Plan is more fully developed. As one experienced Career Ladder teacher commented: *"Until recently, the rest of us just didn't know enough about the deliberations that had gone on to feel that we could contribute without making them rebuild*

wheels and revisit old debates. Now, I think more of us understand what we have and why...we are ready to help out...and I suspect some Committee members might like a break from all those meetings."

6.10 In open-ended questions on the survey, teachers in all groups agree on the primary strengths and weaknesses of the Career Ladder Plan.

Of the 333 teacher respondents, 34 Career Ladder teachers and 54 Non-Career Ladder teachers chose to comment on strengths and weaknesses of the Plan. These teachers agree on the Plan's strengths and weaknesses. Interview data indicate that these views are shared by many teachers throughout the district.

Perceived Strengths of the Peoria Career Ladder Compensation Plan
Ranked by Frequency in Teachers' Written Comments

Career Ladder Teachers	# of Comments	Non-Career Ladder Teachers	# of Comments
1. I am more organized.	60	1. Teachers have earned more money.	26
2. I have earned more money.	59	2. Teachers are more organized.	14
3. I am more professional.	52	3. Teachers are more professional.	8
4. I emphasize higher order thinking skills.	18	4. Teachers emphasize higher order thinking skills.	5

These ratings reinforce survey respondents who believe the Career Ladder Plan is having a very positive impact on the way teachers carry out their work. A large number of respondents took considerable time to write about the benefits of the Plan to their work and in the overall school and district operations. Interestingly, even though Non-Career Ladder teachers tend to be more negative about the Plan in general, their views of the Career Ladder's strengths are very similar to those of Career Ladder teachers. *"Basically, teachers who agree to go through the process do benefit, I think. It's just not for me right now,"* is how one Non-Career Ladder teacher expressed support.

Other positive effects include more dialogue with teacher colleagues, better design of specific curriculum units, and general pleasure that Peoria has chosen to be a Career Ladder district. *"I am proud that our district has been a pilot district...we are helping to shape our professional role and are forced to grapple with issues that challenge us...and we benefit from the process,"* observed a Plan supporter.

Perceived Weaknesses of the Peoria Career Ladder Compensation Plan
Ranked by Frequency in Teachers' Written Comments

Career Ladder Teachers	# of Comments	Non-Career Ladder Teachers	# of Comments
1. Too time consuming.	41	1. Too time consuming.	33
2. Too much paperwork.	40	2. Too much paperwork.	31
3. Inconsistent evaluations.	22	3. Too competitive.	14
4. Too competitive.	9	4. Inconsistent evaluations.	13

Teachers who chose to write additional comments on the survey believe that the Plan still puts too much emphasis on time-consuming documentation. It is this concern that serves as the greatest disincentive for teachers to join the Plan. And it is the most cited concern of teachers who are on the Plan. *"In preparing my CLAI, I feel like I spent too much time on myself and not enough attending to special student projects that I like to do with my kids. I feel that my students were a little short-changed...my evenings during the final weeks before my CLAI conference were spent preparing for it.."*

Administrators are more convinced of the value of the CLAI, in particular, in helping create a systematic approach to instruction in the schools. *"My Career Ladder teachers are definitely better organized and more creative now,"* commented a principal. However, another noted: *"I would much rather have these teachers working on school-related projects than agonizing over that paperwork. To do it once or twice is beneficial...but year after year seems a waste."*

A variety of other concerns are mentioned. Consistency in evaluation is mentioned. *Some evaluations suffer from inconsistency...need a fair and equitable way of evaluating teachers....lack of peer evaluation..."* are sample comments. Favoritism of administrators for teachers *"who help them out on other projects,"* is mentioned. *"Some feel Career Ladder teachers are more 'in' with administration,"*is how this view is expressed.

Reasons for Not Participating on the Peoria Career Ladder Compensation Plan
Ranked by Frequency in Teachers' Written Comments

Career Ladder Teachers	# of Comments
1. Too much paperwork/time.	20
2. Philosophical differences.	13
3. No need for the money.	2

Non-Career Ladder Teachers	# of Comments
1. Too much paperwork/time.	70
2. Philosophical differences.	29
3. Not eligible.	9
4. No need for the money.	1

Again, teacher concerns about portfolio documentation surface. *"I know many teachers who are excellent but who don't want to take time away from their students to do paperwork...I also know that we have excellent teachers who have chosen not to be on the Career Ladder,"* noted a secondary teacher. On the same topic: *"If I really believed that the process of applying documented my excellence, I would go for the money. But I don't think that repeating a CLAI year after year means I'm the best. I want to use my time for kids - not paper."* As noted, some administrators share this view.

While several teachers not currently on the Career Ladder indicate some interest in applying if the documentation processes are changed, there is a small but vocal group of teachers who simply do not agree with the concept of Career Ladders. *"I think the idea of trying to segregate teachers into the 'goods' the 'betters' and the 'bests' is foolish and does a disservice to us as professionals,"* is an elementary teacher's comment that represents philosophical opposition to the Career Ladder.

IV. SUMMARY

Summary of Findings

By increasing teachers' salary through a Career Ladder Plan, Peoria is changing the way Career Ladder teachers organize to do their work, encouraging them to assume leadership roles outside the classroom, and increasing their attention to student achievement, in particular, to instruction in higher order thinking skills. Teachers also feel they are preparing better curriculum materials and organizing more coherent, sequenced academic programs, all strong factors in promoting students' academic progress.

Administrators throughout the district are generally strong supporters of the Career Ladder Plan. They report a positive "spillover effect" from Career Ladder teachers to those not on the Plan. These benefits include: better monitoring of the academic progress of individual students by all teachers; more integration of higher order thinking skills throughout the curriculum; and more organized, sequenced lesson planning. On the whole, administrators believe that the overall instructional program in their schools has been strengthened by the Career Ladder Plan.

Administrators also value the leadership Career Ladder teachers have assumed outside the classroom on school related activities. Some would like to see these leadership roles expanded even more. Career Ladder teachers are significantly more convinced that it is improving their instruction and benefiting students than Non-Career Ladder teachers. Secondary teachers tend to be more positive than elementary teachers, and teachers who have worked in the district 15 years or less believe more strongly in it than those who have worked 16 years or more.

Since participation on the Career Ladder is voluntary, few survey respondents view the Plan as a mechanism for discouraging poor teachers. However, both teachers and district administrators have evidence that it is attracting and retaining good teachers to Peoria schools. Teachers who have worked in the district 15 years or less are generally those who most strongly benefit from the salary incentives in Career Ladder Plan.

Teachers feel that documentation requirements for the CLAI require too much time and too much detailed reporting. While all groups recognize that the Committee has been responsive to concerns about the Plan when issues are raised, they still express concern about the CLAI process. Many perceive documentation requirements as only partically related to accurate assessment of excellent teaching. Such paperwork, in their view, discourages broader teacher participation in the program. Career Ladder teachers also suggest that alternatives to the CLAI might be required of teachers who have successfully completed two or more CLAI reviews.

The classroom evaluation process is not considered to be problematic by any of the teacher groups. Administrators are generally supportive of the quality of training provided to ensure consistent evaluations, although some teachers continue to express concern about consistency among evaluators. Some Career Ladder teachers suggest that more unannounced principal evaluations might be preferable to some of the CLAI documentation.

Teachers and administrators respect the Career Ladder Committee for its excellent work over the past four years. Because of the Committee's vision and dedication, Peoria has placed more than one-third of the district's teachers on the Career Ladder.

Implications for School Improvement

Peoria's Career Ladder Plan is serving the intended purposes of a Career Ladder Plan to retain and reward excellent teachers and to improve the overall school organization. A number of teachers new to the district report that Peoria's Career Ladder Plan is a strong incentive for working in the district. Teachers also report that the Plan provides enough extra money to enable them to remain in the teaching profession or to work in schools without seeking a second job.

Because participation on the Career Ladder is voluntary, the Plan is not necessarily rewarding all excellent teachers in the district. Both teachers and administrators give examples of very good teachers who have chosen not to be on the Career Ladder. Philosopical differences with the concept of a Career Ladder as well as differences in teachers' work priorities make it likely that the Plan will never attract all teachers who might fulfill Ladder qualifications.

Regarding the way schools are organized to deliver instruction, the Career Ladder Plan in Peoria is encouraging teachers to participate more in activities outside the classroom. This is an important feature of the Plan. Research indicates that in effective schools, teachers plan together; they understand and use student data for decision making; they know what one another is doing in the classroom; they use staff development for planning and reviewing educational programs, and there is shared leadership among teachers and administrators.

Since opportunties for routine sharing with colleagues is a strong factor in successful schools, the Career Ladder Committee might consider strengthening aspects of the Plan that impact on the school organization. For example, the Plan might more explicitly encourage teachers to plan together and to use student data more broadly for grade-level and school-wide planning and program reviews. Additionally, because teacher leadership opportunties are key element of effective schools, the Career Ladder Committee might consider stronger incentives for teacher leadership: for example, Career Ladder teachers might be expected to help new teachers learn about school policies and systems, they might otherwise assist Staff Developers in providing professional development support to teachers, or they might help teachers use student data for school related research.

The fundamental changes in teacher compensation embedded in the Career Ladder concept make it likely that teachers will continue to have contradictory responses to the value and efficacy of the Plan. Three teacher comments suggest the range of reponses to Peoria's Career Ladder Plan:

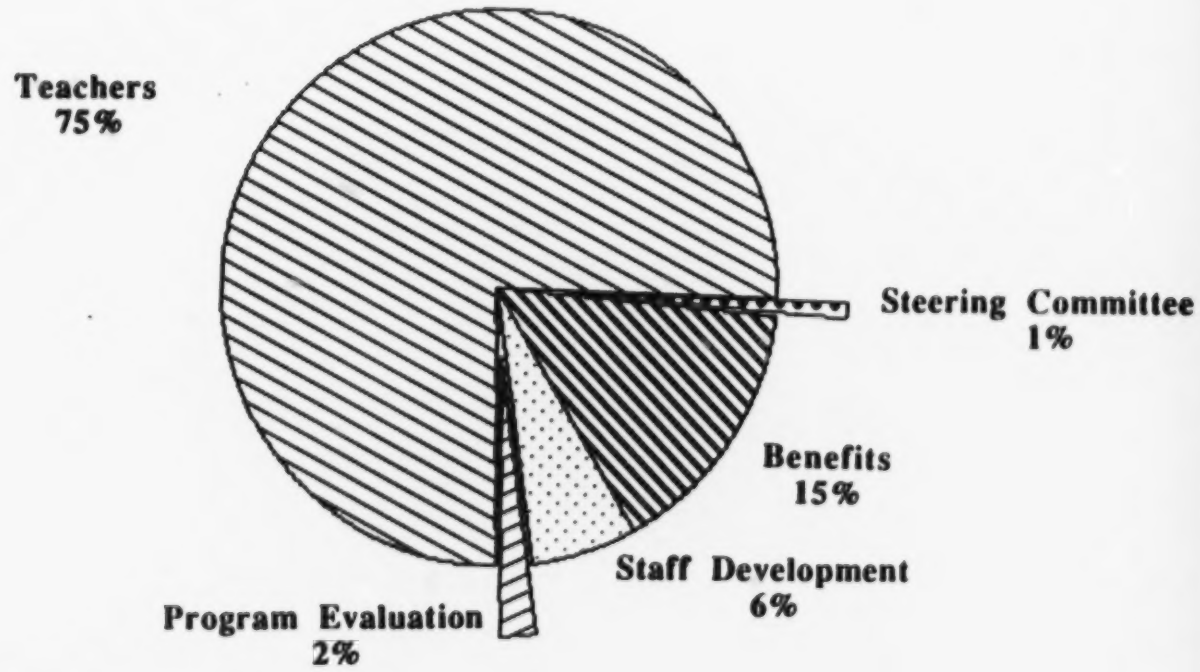
"I have chosen not to be on the Career Ladder, but I think that teachers who want the extra money and status should have the opportunities the Ladder offers. Because it's voluntary, I don't have to feel that my personal preferences and family circumstances are limiting chances for professional growth or additional income of other teachers. For those who want it, I think we should have it." (Non-Career Ladder teacher)

"I'm on the Career Ladder for the money. It makes a big difference in my overall income and allows me to do what I love - teach - and support my family adequately. Whatever the requirements, I'll keep applying." (Career Ladder teacher)

"I feel that I am finally being valued as a professional I appreciate the status of being a Career Ladder teacher along with the increase in salary. I also believe I am a much better teacher now. I have learned to plan more effectively and to focus more on individual students and the variety of academic needs they bring to my class. I have felt the delight and extraordinary benefits of working more closely with other teachers...Frankly, I would be devastated if a Plan that has proven so beneficial - to me, to my students, to my school - suddenly disappeared." (Career Ladder teacher)

APPENDIX A
Career Ladder Budget Allocations

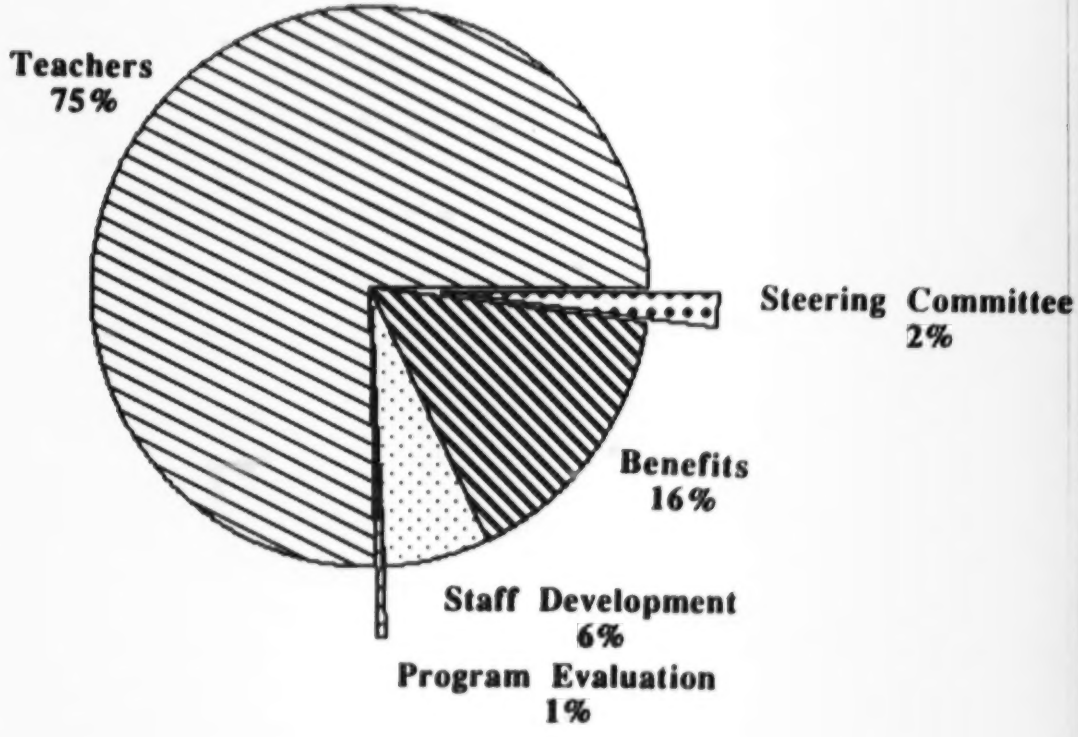
CAREER LADDER BUDGET ALLOCATIONS
1987-88 School Year



PERCENTAGE OF TOTAL BUDGET
(Total Career Ladder Budget: $1,460,033.00)

Note: Teacher Category includes 2% for Substitutes
Staff Development includes 3% for Teachers and 3% for Travel
Program Evaluation includes 2% for Other and 1% Materials/Supplies

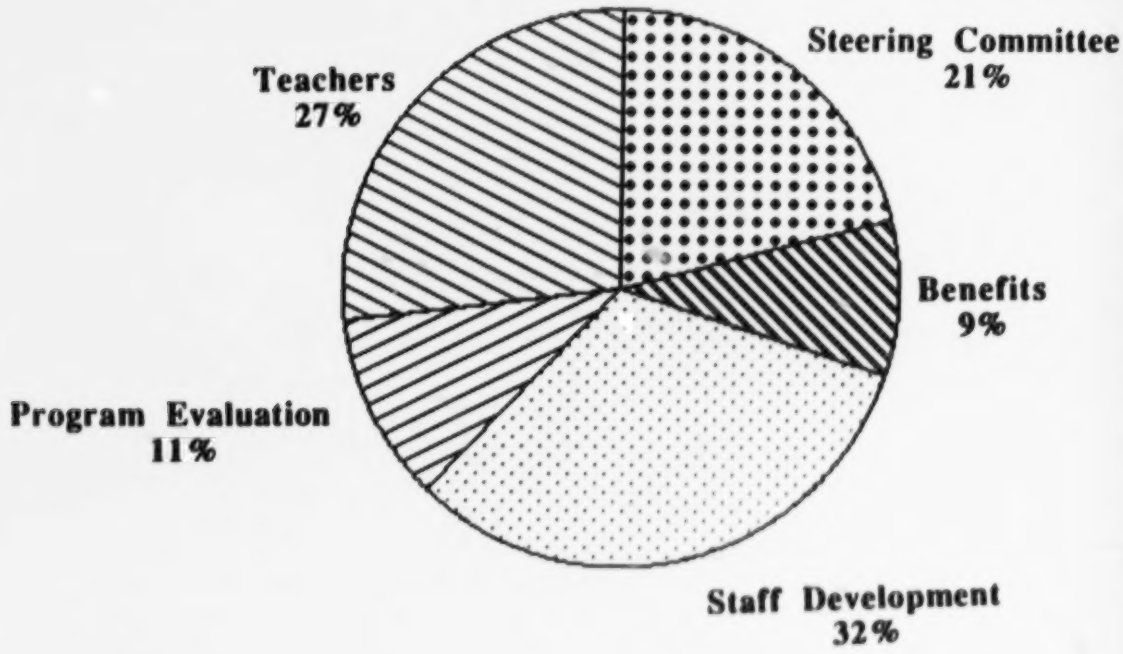
CAREER LADDER BUDGET ALLOCATIONS
1986-87 School Year



PERCENTAGE OF TOTAL BUDGET
(Total Career Ladder Budget: $ 848,598.00)

Note: Teacher Category includes 2% for Substitutes
Staff Development includes 4% for Teachers and 2% for Travel
Program Evaluation includes 5% for Other and .07% Materials/Supplies

CAREER LADDER BUDGET ALLOCATIONS
1985-86 School Year

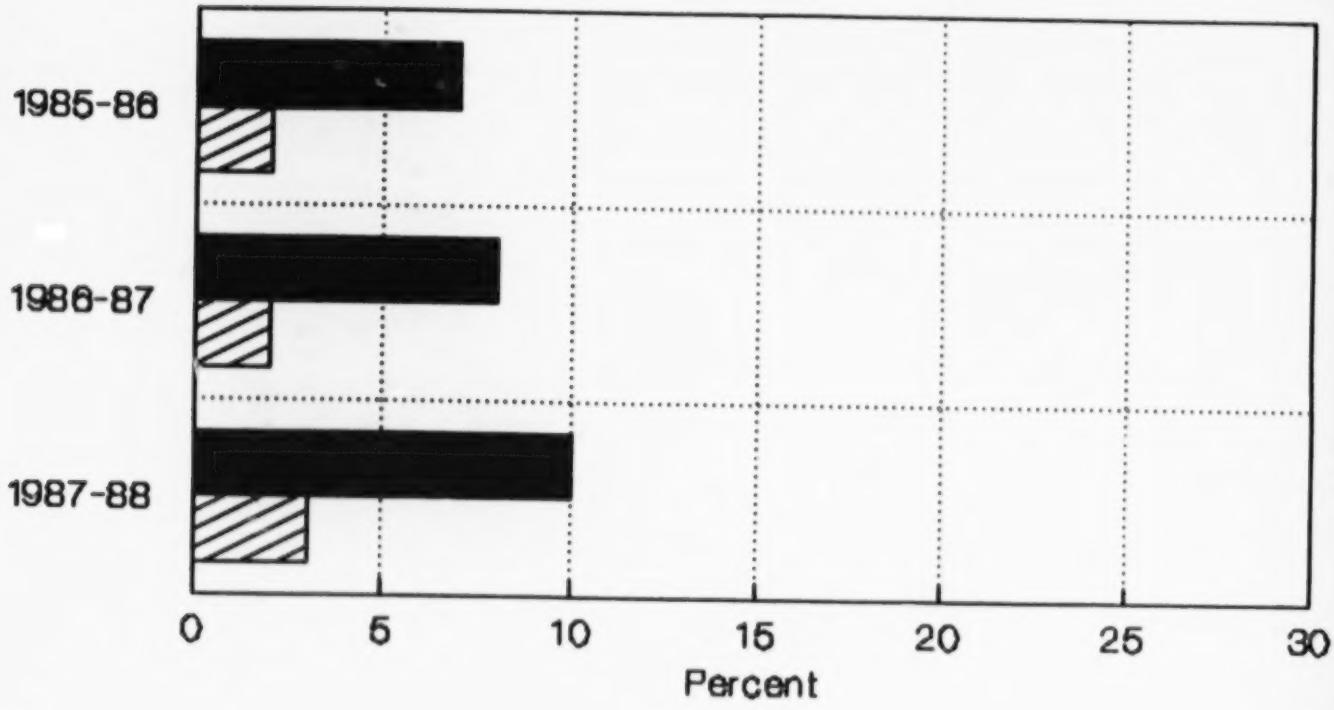


PERCENTAGE OF TOTAL BUDGET
(Total Career Ladder Budget: $ 139,842.00)

Note: Teacher Category includes 26% for Substitutes
Staff Development includes 22% for Teachers and 10% for Travel
Program Evaluation includes 5% for Other and 6% Materials/Supplies

APPENDIX B
Career Ladder Teachers by Grade/Subject Level

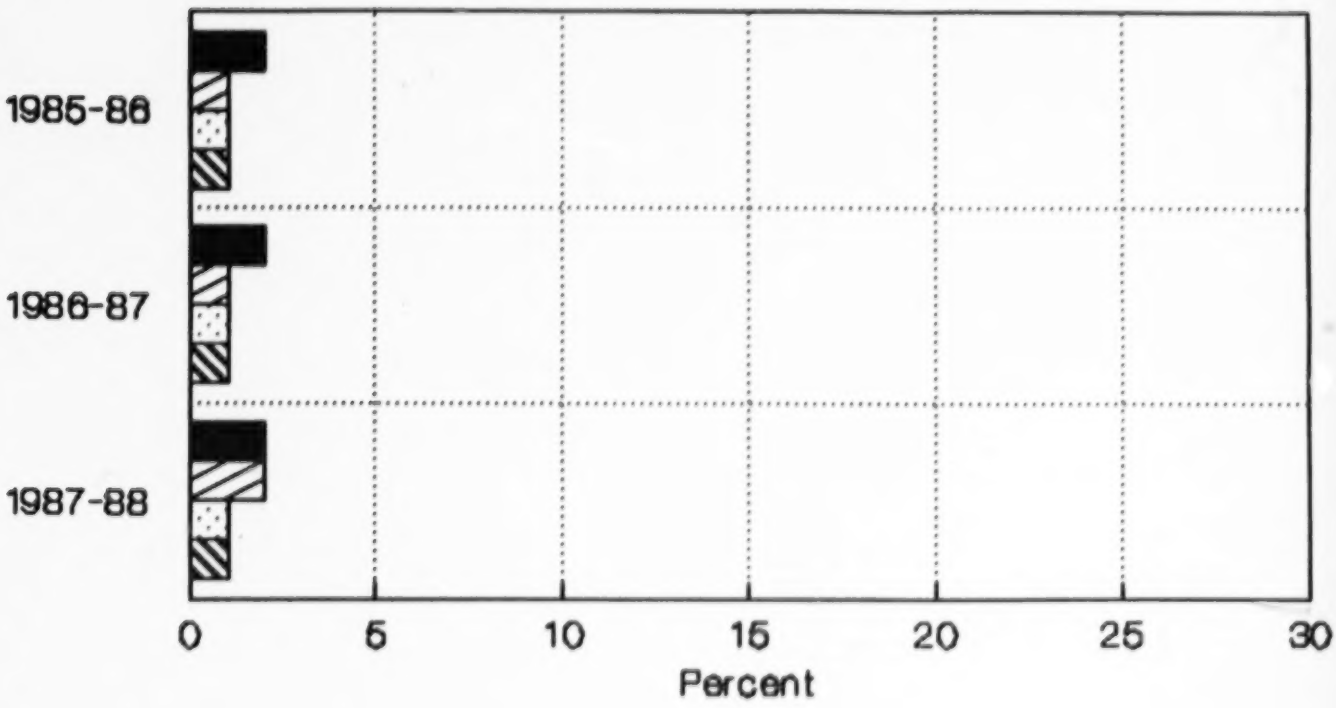
% OF CAREER LADDER TEACHERS AT THE ELEMENTARY & JUNIOR HIGH LEVELS



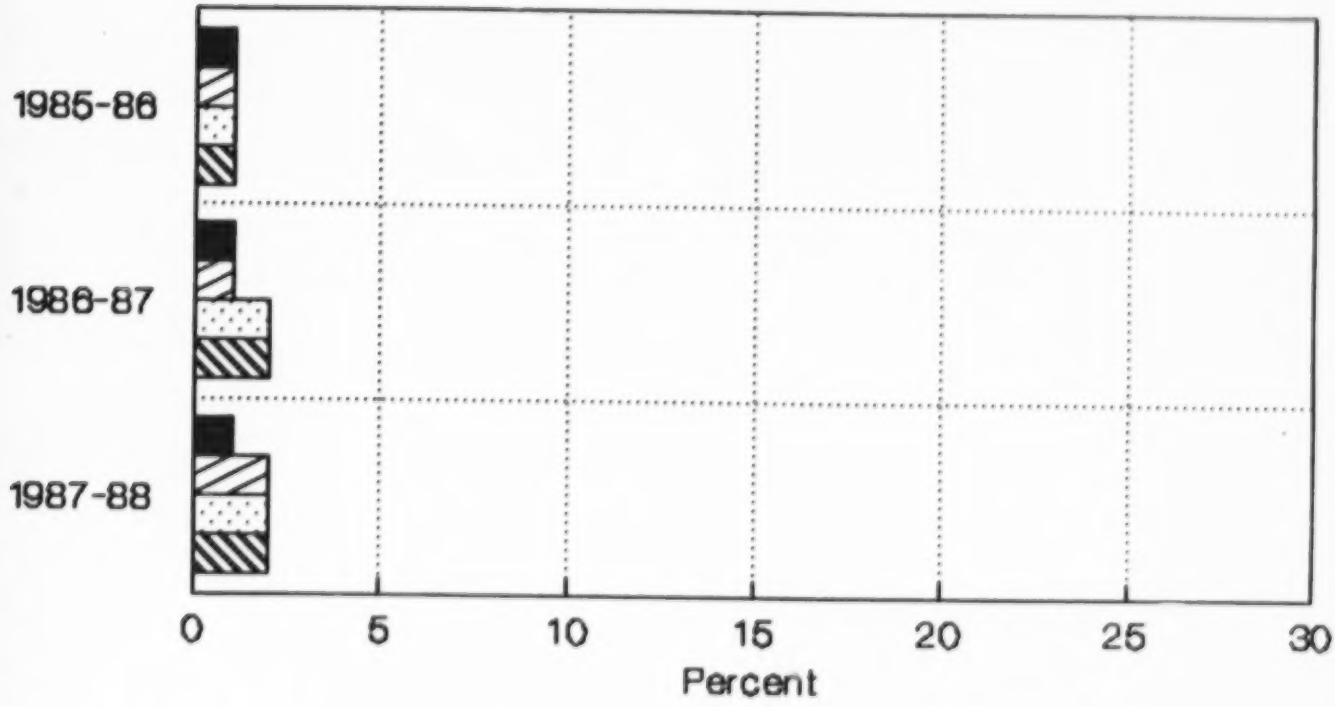
Kindergarten Teachers as % of Total Teachers

Seventh and Eight Grade Teachers as % of Total

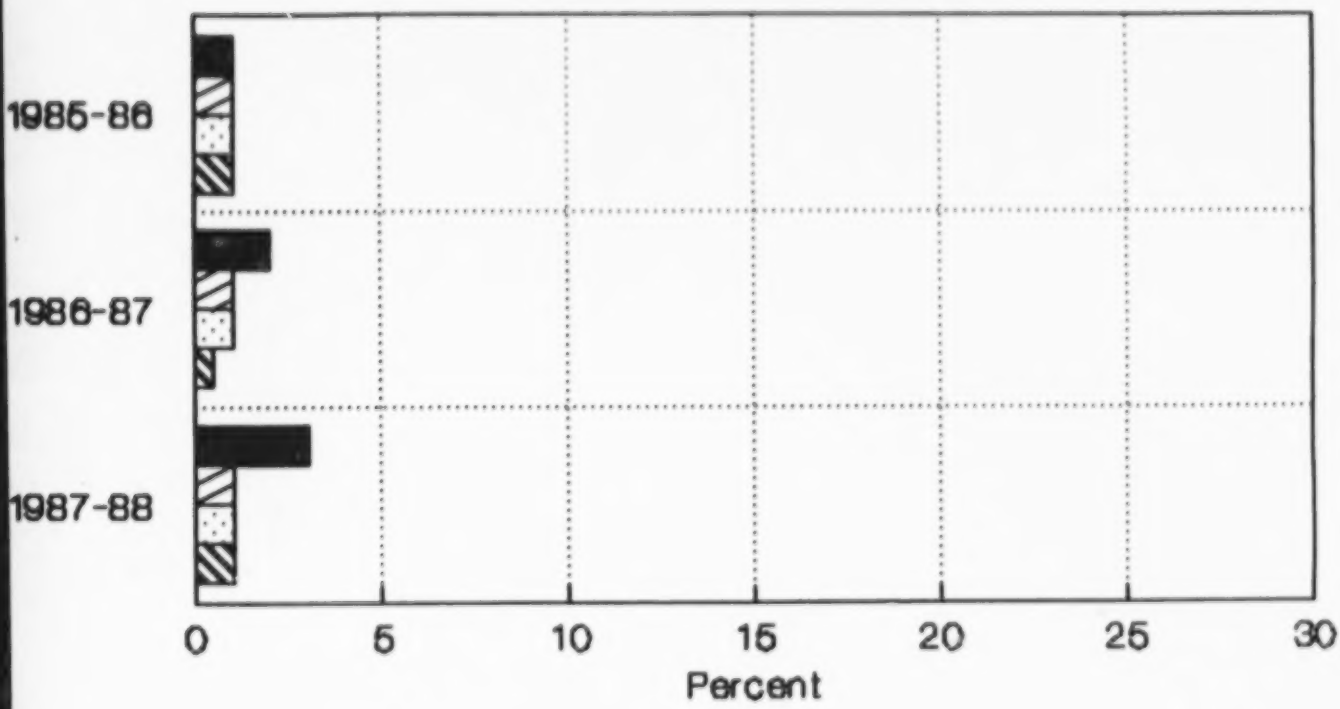
% OF CAREER LADDER TEACHERS AT THE HIGH SCHOOL LEVEL BY SUBJECT AREA



% OF CAREER LADDER TEACHERS AT THE ELEMENTARY & SECONDARY LEVELS



% OF CAREER LADDER TEACHERS AT THE HIGH SCHOOL LEVEL BY SUBJECT AREA



APPENDIX C
Survey Questions

FAR WEST LABORATORY
STUDY OF THE PEORIA CAREER LADDER SYSTEM

PART I: The following questions ask about the Career Ladder System as it works in your district. Please **circle** the number that indicates **the extent to which you agree** with the statements below

strongly disagree (1)	disagree somewhat (2)	neither agree nor disagree (3)	agree somewhat (4)	strongly agree (5)

	Strongly Disagree ⬅ ➡ Strongly Agree					
The Career Ladder System in my school has:						
1. Strengthened the overall instructional program	(1)	1	2	3	4	5
2. Increased attention to student academic progress	(2)	1	2	3	4	5
3. Improved student achievement	(3)	1	2	3	4	5
4. Expanded teacher leadership opportunities outside the classroom	(4)	1	2	3	4	5
5. Expanded the principal's role as instructional leader	(5)	1	2	3	4	5
6. Improved the morale of teachers	(6)	1	2	3	4	5
7. Strengthened the teacher evaluation process	(7)	1	2	3	4	5
8. Provided mechanisms to discourage poor teachers from remaining in the profession	(8)	1	2	3	4	5
9. Created a more positive work environment for teachers	(9)	1	2	3	4	5
10. Created a more positive work environment for principals	(10)	1	2	3	4	5
The Career Ladder System has enabled me personally to:						
11. Teach more effectively	(11)	1	2	3	4	5
12. Prepare better curriculum materials	(12)	1	2	3	4	5
13. Integrate higher order thinking skills more effectively into my instruction	(13)	1	2	3	4	5
14. Monitor student achievement more effectively	(14)	1	2	3	4	5
15. Work more effectively with other teachers	(15)	1	2	3	4	5
16. Work more effectively with the principal	(16)	1	2	3	4	5
17. Increase the level of achievement of students in my classroom	(17)	1	2	3	4	5

strongly disagree (1)	disagree somewhat (2)	neither agree nor disagree (3)	agree somewhat (4)	strongly agree (5)

	Strongly Disagree ⬅			➡ Strongly Agree	
Because of the CLAI process, I:					
18. Am better organized for instruction (18)	1	2	3	4	5
19. Feel more professional as a teacher (19)	1	2	3	4	5
20. Use more varied instructional strategies in my classes (20)	1	2	3	4	5
21. Spend less time with my students outside the classroom (21)	1	2	3	4	5
22. Participate less often in school or district level activities (22)	1	2	3	4	5
23. Spend less time with my principal on activities other than CLAI related activities (23)	1	2	3	4	5
24. Spend too much time documenting and not enough time creating (24)	1	2	3	4	5
25. Know less about what's going on with my colleagues (25)	1	2	3	4	5
26. Share less teaching knowledge with my colleagues (26)	1	2	3	4	5
27. Feel more competitive with other teachers (27)	1	2	3	4	5
28. The training process for the evaluation of CLAIs is effective in providing consistent CLAI evaluations (28)	1	2	3	4	5
29. The CLAI process as now designed makes it easier for high school teachers rather than elementary school teachers to participate on the Career Ladder (29)	1	2	3	4	5
30. The forms associated with the CLAI process are clear and well organized (30)	1	2	3	4	5
The evaluation process associated with the Career Ladder system should:					
31. Remain as it is presently organized (31)	1	2	3	4	5
32. Specify that if initial evaluations are unsuccessful, the number of subsequent evaluations should be limited (32)	1	2	3	4	5
33. Include a more comprehensive unannounced classroom evaluation (33)	1	2	3	4	5

strongly disagree (1)	disagree somewhat (2)	neither agree nor disagree (3)	agree somewhat (4)	strongly agree (5)

		Strongly Disagree ←			→	Strongly Agree
The appeals process associated with the Career Ladder System is effective in providing:						
34. A forum for disagreements regarding structural issues	(34)	1	2	3	4	5
35. A forum for disagreements regarding equity issues	(35)	1	2	3	4	5
36. A process whereby teachers and evaluators get a fair and just hearing	(36)	1	2	3	4	5
The levels associated with the Career Ladder system are effective in providing:						
37. A new salary schedule which reflects a Career Ladder teacher's ability to demonstrate ongoing professional excellence	(37)	1	2	3	4	5
38. A salary capping procedure which is fair and equitable	(38)	1	2	3	4	5
The Career Ladder Committee:						
39. Has designed a Career Ladder Plan which is effective	(39)	1	2	3	4	5
40. Has monitored the Plan appropriately	(40)	1	2	3	4	5

41. What have been the strengths of the Career Ladder System? Why?

42. What have been the weaknesses of the about the Career Ladder System? Why?

43. If you have chosen not to participate in the Career Ladder System, could you give your reasons.

44. How many years of teaching experience do you have?
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 25+

45. How many years have you taught in your current district?
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 25+

46. At what level are you on your district's Career Ladder?
_____Level _____Not applicable

What is your gender? (47)___Female (48)___Male

What is your age group?

(49)	_____Under 25	(52)	_____36 to 40	(55)	_____51 to 55
(50)	_____25 to 30	(53)	_____41 to 45	(56)	_____56 to 60
(51)	_____31 to 35	(54)	_____46 to 50	(57)	_____61 or older

What is your highest educational degree?

(58)	_____BA/BS	(60)	_____MEd	(62)	_____Other degree
(59)	_____MA/MS	(61)	_____Ph.D/Ed.D		

At what level do you teach

(63)	_____Elementary	(65)	_____Other/Special School
(64)	_____High School		

APPENDIX D
Survey Responses

The Career Ladder System <u>in my school</u> has:

1. Strengthened the overall instructional program

	Agree	Disagree		Agree	Disagree
Administrator	75%	3%	All Teachers	47%	33%
Career Ladder	68%	17%	Non Career Ladder	28%	47%
- 15 years	51%	28%	+ 15 years	38%	49%
Elementary	41%	36%	Secondary	67%	23%

2. Increased attention to student academic progress

	Agree	Disagree		Agree	Disagree
Administrator	63%	10%	All Teachers	50%	31%
Career Ladder	68%	15%	Non Career Ladder	30%	46%
- 15 years	51%	27%	+ 15 years	46%	47%
Elementary	45%	34%	Secondary	61%	24%

3. Improved student achievement

	Agree	Disagree		Agree	Disagree
Administrator	47%	13%	All Teachers	38%	32%
Career Ladder	53%	17%	Non Career Ladder	21%	47%
- 15 years	41%	29%	+ 15 years	26%	46%
Elementary	32%	35%	Secondary	54%	24%

4. Expanded teacher leadership opportunities outside the classroom

	Agree	Disagree		Agree	Disagree
Administrator	67%	10%	All Teachers	52%	27%
Career Ladder	59%	18%	Non Career Ladder	44%	34%
- 15 years	52%	24%	+ 15 years	49%	33%
Elementary	50%	27%	Secondary	56%	20%

5. Expanded the principal's role as instructional leader

	Agree	Disagree		Agree	Disagree
Administrator	47%	23%	All Teachers	38%	35%
Career Ladder	46%	26%	Non Career Ladder	31%	43%
- 15 years	39%	35%	+ 15 years	31%	36%
Elementary	34%	39%	Secondary	45%	25%

6. Improved the morale of teachers

	Agree	Disagree		Agree	Disagree
Administrator	30%	13%	All Teachers	31%	44%
Career Ladder	46%	27%	Non Career Ladder	13%	59%
- 15 years	32%	39%	+ 15 years	22%	55%
Elementary	23%	49%	Secondary	51%	25%

7. Strengthened the teacher evaluation process

	Agree	Disagree		Agree	Disagree
Administrator	50%	23%	All Teachers	49%	29%
Career Ladder	66%	17%	Non Career Ladder	29%	44%
- 15 years	49%	28%	+ 15 years	46%	35%
Elementary	40%	34%	Secondary	68%	19%

8. Provided mechanisms to discourage poor teachers from remaining in the profession

	Agree	Disagree		Agree	Disagree
Administrator	%	80%	All Teachers	12%	68%
Career Ladder	12%	67%	Non Career Ladder	10%	72%
- 15 years	10%	69%	+ 15 years	11%	76%
Elementary	8%	71%	Secondary	14%	71%

9. Created a more positive work environment for teachers

	Agree	Disagree		Agree	Disagree
Administrator	30%	23%	All Teachers	28%	43%
Career Ladder	38%	28%	Non Career Ladder	15%	59%
- 15 years	28%	40%	+ 15 years	18%	60%
Elementary	20%	49%	Secondary	43%	27%

10. Created a more positive work environment for principals

	Agree	Disagree		Agree	Disagree
Administrator	23%	43%	All Teachers	21%	35%
Career Ladder	29%	27%	Non Career Ladder	12%	48%
- 15 years	21%	35%	+ 15 years	13%	51%
Elementary	16%	46%	Secondary	28%	20%

The Career Ladder System <u>has enabled me personally</u> to:

11. Teach more effectively

	Agree	Disagree		Agree	Disagree
Administrator	70%	10%	All Teachers	45%	28%
Career Ladder	68%	15%	Non Career Ladder	22%	42%
- 15 years	49%	28%	+ 15 years	36%	33%
Elementary	39%	33%	Secondary	63%	18%

12. Prepare better curriculum materials

	Agree	Disagree		Agree	Disagree
Administrator	67%	7%	All Teachers	47%	28%
Career Ladder	70%	16%	Non Career Ladder	22%	39%
- 15 years	50%	26%	+ 15 years	33%	36%
Elementary	39%	32%	Secondary	65%	17%

13. Integrate higher order thinking skills more effectively into instruction

	Agree	Disagree		Agree	Disagree
Administrator	83%	3%	All Teachers	51%	25%
Career Ladder	75%	13%	Non Career Ladder	28%	35%
- 15 years	55%	23%	+ 15 years	40%	35%
Elementary	46%	28%	Secondary	67%	16%

14. Monitor student achievement more effectively

	Agree	Disagree		Agree	Disagree
Administrator	60%	7%	All Teachers	43%	28%
Career Ladder	63%	18%	Non Career Ladder	22%	36%
- 15 years	45%	27%	+ 15 years	38%	33%
Elementary	37%	32%	Secondary	59%	16%

15. Work more effectively with other teachers

	Agree	Disagree		Agree	Disagree
Administrator	37%	17%	All Teachers	30%	33%
Career Ladder	43%	25%	Non Career Ladder	17%	41%
- 15 years	31%	32%	+ 15 years	24%	46%
Elementary	22%	38%	Secondary	48%	24%

16. Work more effectively with the principal

	Agree	Disagree		Agree	Disagree
Administrator	53%	13%	All Teachers	30%	29%
Career Ladder	43%	18%	Non Career Ladder	19%	40%
- 15 years	33%	29%	+ 15 years	22%	40%
Elementary	27%	33%	Secondary	39%	25%

17. Increase the level of achievement of students in my classroom

	Agree	Disagree		Agree	Disagree
Administrator	40%	10%	All Teachers	40%	29%
Career Ladder	60%	18%	Non Career Ladder	15%	40%
- 15 years	42%	27%	+ 15 years	27%	40%
Elementary	30%	32%	Secondary	60%	22%

Because of the CLAI process, I:

18. Am better organized for instruction

	Agree	Disagree		Agree	Disagree
Administrator	73%	7%	All Teachers	48%	25%
Career Ladder	71%	14%	Non Career Ladder	25%	34%
- 15 years	51%	24%	+ 15 years	40%	31%
Elementary	42%	29%	Secondary	65%	14%

19. Feel more professional as a teacher

	Agree	Disagree		Agree	Disagree
Administrator	60%	10%	All Teachers	44%	28%
Career Ladder	63%	18%	Non Career Ladder	23%	37%
- 15 years	46%	26%	+ 15 years	31%	36%
Elementary	39%	31%	Secondary	56%	18%

20. Use more varied instructional strategies in my classes

	Agree	Disagree		Agree	Disagree
Administrator	63%	13%	All Teachers	44%	26%
Career Ladder	64%	18%	Non Career Ladder	22%	35%
- 15 years	45%	25%	+ 15 years	35%	40%
Elementary	36%	31%	Secondary	60%	18%

21. Spend less time with my students outside the classroom

	Agree	Disagree		Agree	Disagree
Administrator	17%	37%	All Teachers	12%	42%
Career Ladder	13%	52%	Non Career Ladder	12%	30%
- 15 years	11%	42%	+ 15 years	16%	44%
Elementary	12%	39%	Secondary	11%	52%

22. Participate less often in school or district level activities

	Agree	Disagree		Agree	Disagree
Administrator	7%	73%	All Teachers	11%	53%
Career Ladder	9%	70%	Non Career Ladder	13%	36%
- 15 years	9%	58%	+ 15 years	18%	44%
Elementary	11%	51%	Secondary	9%	67%

23. Spend less time with my principal on activities other than CLAI related activities

	Agree	Disagree		Agree	Disagree
Administrator	3%	63%	All Teachers	13%	42%
Career Ladder	12%	56%	Non Career Ladder	12%	29%
- 15 years	12%	46%	+ 15 years	18%	31%

Elementary	13%	41%	Secondary	10%	53%

24. Spend too much time documenting and not enough time creating

	Agree	Disagree		Agree	Disagree
Administrator	30%	30%	All Teachers	46%	24%
Career Ladder	49%	32%	Non Career Ladder	39%	15%
- 15 years	43%	25%	+ 15 years	51%	24%
Elementary	45%	22%	Secondary	42%	32%

25. Know less about what's going on with my colleagues

	Agree	Disagree		Agree	Disagree
Administrator	3%	77%	All Teachers	22%	39%
Career Ladder	22%	57%	Non Career Ladder	19%	25%
- 15 years	19%	43%	+ 15 years	33%	38%
Elementary	26%	36%	Secondary	11%	58%

26. Share less teaching knowledge with my colleagues

	Agree	Disagree		Agree	Disagree
Administrator	10%	70%	All Teachers	17%	50%
Career Ladder	13%	70%	Non Career Ladder	20%	29%
- 15 years	15%	53%	+ 15 years	27%	40%
Elementary	21%	43%	Secondary	9%	71%

27. Feel more competitive with other teachers

	Agree	Disagree		Agree	Disagree
Administrator	13%	57%	All Teachers	20%	48%
Career Ladder	13%	69%	Non Career Ladder	28%	25%
- 15 years	20%	49%	+ 15 years	22%	42%
Elementary	23%	42%	Secondary	13%	63%

28. The training process for the evaluation of CLAIs is effective in providing consistent CLAI evaluations

	Agree	Disagree		Agree	Disagree
Administrator	50%	27%	All Teachers	29%	26%
Career Ladder	42%	25%	Non Career Ladder	17%	28%
- 15 years	32%	24%	+ 15 years	20%	44%
Elementary	27%	29%	Secondary	38%	23%

29. The CLAI process as now designed makes it easier for high school teachers rather than elementary school teachers to participate on the Career Ladder

	Agree	Disagree		Agree	Disagree
Administrator	23%	40%	All Teachers	16%	20%
Career Ladder	17%	27%	Non Career Ladder	17%	15%
- 15 years	15%	21%	+ 15 years	29%	20%
Elementary	22%	17%	Secondary	8%	30%

30. The forms associated with the CLAI process are clear and well organized

	Agree	Disagree		Agree	Disagree
Administrator	70%	13%	All Teachers	43%	21%
Career Ladder	62%	18%	Non Career Ladder	23%	24%
- 15 years	46%	20%	+ 15 years	40%	31%
Elementary	40%	22%	Secondary	58%	18%

The evaluation process associated with the Career Ladder system should:

31. Remain as it is presently organized

	Agree	Disagree		Agree	Disagree
Administrator	30%	27%	All Teachers	35%	34%
Career Ladder	51%	26%	Non Career Ladder	15%	43%
- 15 years	37%	31%	+ 15 years	22%	58%
Elementary	28%	37%	Secondary	48%	30%

32. Specify that if initial evaluations are unsuccessful, the number of subsequent evaluations should be limited

	Agree	Disagree		Agree	Disagree
Administrator	77%	3%	All Teachers	30%	20%
Career Ladder	34%	20%	Non Career Ladder	34%	17%
- 15 years	36%	17%	+ 15 years	27%	26%
Elementary	37%	16%	Secondary	27%	23%

33. Include a more comprehensive unannounced classroom evaluation

	Agree	Disagree		Agree	Disagree
Administrator	77%	13%	All Teachers	19%	47%
Career Ladder	21%	57%	Non Career Ladder	27%	29%
- 15 years	36%	17%	+ 15 years	27%	26%
Elementary	24%	43%	Secondary	26%	50%

The appeals process associated with the Career Ladder System is effective in providing:

34. A forum for disagreements regarding structural issues

	Agree	Disagree		Agree	Disagree
Administrator	33%	13%	All Teachers	31%	10%
Career Ladder	43%	8%	Non Career Ladder	17%	12%
- 15 years	31%	10%	+ 15 years	29%	13%
Elementary	25%	11%	Secondary	44%	8%

35. A forum for disagreements regarding equity issues

	Agree	Disagree		Agree	Disagree
Administrator	47%	17%	All Teachers	28%	11%
Career Ladder	41%	10%	Non Career Ladder	15%	14%
- 15 years	29%	10%	+ 15 years	24%	18%
Elementary	24%	13%	Secondary	39%	9%

36. A process whereby teachers and evaluators get a fair and just hearing

	Agree	Disagree		Agree	Disagree
Administrator	50%	13%	All Teachers	36%	8%
Career Ladder	50%	6%	Non Career Ladder	22%	13%
- 15 years	37%	9%	+ 15 years	35%	13%
Elementary	32%	47%	Secondary	47%	7%

The levels associated with the Career Ladder system are effective in providing:

37. A new salary schedule which reflects a Career Ladder teacher's ability to demonstrate ongoing professional excellence

	Agree	Disagree		Agree	Disagree
Administrator	50%	23%	All Teachers	51%	23%
Career Ladder	69%	14%	Non Career Ladder	29%	35%
- 15 years	53%	22%	+ 15 years	40%	29%
Elementary	42%	23%	Secondary	69%	19%

38. A salary capping procedure which is fair and equitable

	Agree	Disagree		Agree	Disagree
Administrator	43%	17%	All Teachers	35%	32%
Career Ladder	47%	31%	Non Career Ladder	22%	31%
- 15 years	38%	29%	+ 15 years	27%	44%
Elementary	30%	32%	Secondary	48%	28%

The Career Ladder Committee:

39. Has designed a Career Ladder Plan which is effective

Administrator	67%	10%	All Teachers	52%	23%
Career Ladder	72%	13%	Non Career Ladder	29%	34%
- 15 years	54%	21%	+ 15 years	44%	36%
Elementary	46%	26%	Secondary	67%	18%

40. Has monitored the Plan appropriately

	Agree	Disagree		Agree	Disagree
Administrator	73%	17%	All Teachers	57%	15%
Career Ladder	77%	9%	Non Career Ladder	34%	24%
- 15 years	58%	15%	+ 15 years	53%	22%
Elementary	51%	19%	Secondary	73%	9%